Student Handbook
2023-2024

Nashoba Regional High School

12 Green Road
Bolton, MA01740

Telephone (978) 779-2257
http://nrhs.nrsd.net

Be Your Best Self. Pave Your Path. Impact the World

Dear NRHS Students,

Welcome to the 2023-2024 school year. The NRHS Student Handbook includes helpful information, policies, and procedures about our high school including the rights and responsibilities for all students that are grounded in our mission and core values. It also includes our code of conduct, which is designed to keep all members of our high school community safe and secure. Nashoba Regional High School is a great place. Here, we value our students and see them as individuals. However, we must all be responsible and contribute to a culture of respect, safety, and tolerance. Know that upon entering and exiting this building you represent Nashoba Regional High School, a school rich in tradition yet unafraid to embrace change.

It is important that all students feel safe to learn and grow academically, socially, and personally. As you plan for the upcoming year, I encourage you to take advantage of opportunities, as they are plentiful here at the high school. The rules, as outlined in this handbook, are in place to make your high school experience a safe one. Know that each year is a fresh start for our students. Take advantage of that fresh start. I look forward to getting to know the students of NRHS. Thank you in advance for your help in keeping our school a safe place to achieve and grow inside and outside of the classroom.

Sincerely,

Dr. Kathleen Boynton, Principal
she/her

Translation Assistance

English:
Students or families who need translation assistance or orientation in a language other than English may contact the main office at (978) 779-2257.

Espanol:
Los estudiantes o familias de habla hispana que desean ayuda en traducción u orientación en un idioma diferente del inglés pueden contactarse con la oficina principal, (978) 779-2257.

Portuguese:
Os estudantes ou famílias que falam Português que precisa de assistência com traducão ou orientação pode entrar em contato com a secretaria, (978) 779-2257.

Table of Contents

I. NRHS MISSION, CORE VALUES and PoG COMPETENCIES **7**
II. STUDENT RIGHTS AND RESPONSIBILITIES **9**
III. PROTOCOLS FOR COMMUNICATION **10**
IV. ACADEMIC INFORMATION **12**
2022-23 School Calendar 12
NRHS Bell Schedule 12
Academic Support Center 13
Books 13
College Counseling 13
Credit Requirements 14
Grading Policy 15
Homework 16
Honor Roll 16
Incompletes 16
Level Changes/Course Changes 16
Programs of Study 17
Report Cards 17
Retaking of a Course 17
Student Support 17
Summer/Night School Course Credit 17
Transfer Courses 18
Transfer Students 18
Withdrawal from Classes 18
National Honor Society Eligibility Requirements 19
Student Records 20
V. ACADEMIC INTEGRITY **20**
VI. ATTENDANCE **21**
Excused Absences (Formal Documentation Required) 22
Physical Education Attendance 23
Loss of Credit 23
Appeal Process 23
Class Cuts 23
Early Dismissals 24
Attendance and Extra-Curricular Activities 24
Tardiness 24
Truancy 25
School Cancellation 25

Field Trips 25
Make-up Work 26
Withdrawal From School 27
VII. STUDENT LIFE AND GENERAL INFORMATION 27
Military Recruiting/Release of Students Information 27
Announcements 28
Bulletin Board Policies 28
Class Dues 28
Eligibility for Extracurriculars 28
Lost Articles/Lost and Found 28
Students' Vehicles 29
Parking Policy 30
Recycling 30
Foreign Exchange Students' Contract 30
Library/Media Center 31
Library/Media Center Overdue Book Procedures 31
Bank 31
Uniform Requirements for Wellness 31
504 Plans 32
Tutoring Eligibility 32
Bus Transportation 32
Cafeteria Procedures/Snack Shack 32
School Store 33
Lockers/Locks 33
Work Permits 34
Student Activities 34
Class Officers 35
Dress Code 35
Prohibited Attire/Protocols: 35
Dances 36
Eligibility 37
"Good Citizen" Policy 37
Intramural Activities 38
Sports 38
Athletic Eligibility 39
Tryouts 39
Sport Uniforms 40
Student Council 40
Passes/Bathroom Privileges 40
Public Displays of Affection 40
Student Parking Application 41

Fee Waivers 41
VIII. SAFETY AND SECURITY 42
Assault and Battery 42
Theft 42
Vandalism 43
Weapons/Fireworks 43
Interrogations by Police 43
Search and Seizure 44
Searches by Staff 44
Security Cameras 44
Bus Rules 44
Seat Belt Policy 45
Visiting the School 45
Safety Drills 45
Health and Wellness 46
School Nurse 46
Nashoba Regional School District Health and Wellness Policy 46
When to Keep Your Child Home from School 46
Please contact the school nurse when: 46
Immunizations 47
Physical Examination 47
Medication Administration 47
Health Screenings 48
Food and Instruction 48
Handicapped Accessibility 48
IX. SCHOOL CLIMATE 49
Notice of Non-Discrimination 49
Promotional, Recruitment, and Employment Practices 49
M.G.L c.76 s. 5, Title IX Policy, and Chapter 622: Anti-Discrimination Law 49
Grievance Procedures for Filing, Processing, and Resolving Alleged Discrimination Complaints 50
Bullying/Harassment 52
Bullying Prevention and Intervention Plan Legal Definitions 52
Policies and Procedures for Reporting and Responding to Bullying and Retaliation 54
Hazing 57
Consequence 58
X. DRUG FREE SCHOOLS 58
Alcohol and Drug Abuse Policy 58
Staff Responsibilities 59
Athletic and Extracurricular Chemical Health Policy 60
First Violation Minimum Penalties 60

Second and Subsequent Violation Minimum Penalties 60
Smoking/Vaping 61
XI. TECHNOLOGY 61
Bring Your Own Device 61
Chromebooks (1:1) 62
Personal Electronic Devices 62
XII. CODE OF CONDUCT 63
Classroom Behavior 65
Removal From Class 66
Behavioral/Attendance Contract 66
Corridor Behavior/Etiquette 66
Dangerous and Disruptive Behavior 66
Detention 67
Administrative detentions and disciplinary sanctions 67
Teacher issued detentions 67
Problem Resolution 68
Due Process for Suspensions 68
XIII. LAWS, REGULATIONS, POLICIES & PROCEDURES 77
Massachusetts General Laws, chapter 71, section 37H 77
Massachusetts General Laws, chapter 71, section 37H1/2 78
Massachusetts General Laws chapter 71 Section 37H3/4 79
Massachusetts General Laws chapter 71 Section 37G 81
Massachusetts General Laws chapter 71 Section 37O 82
IDEA (Individuals with Disabilities Education Act) Massachusetts State Law, 603 CMR 28 (Massachusetts Special Education Regulations). 87
Title I 88
Chapter 282 of the Acts of 1993, General Laws Chapter 76/5 88
An Act Relative to Gender Identity. General Laws Chapter 199 of the Acts of 2011 88
Title I of the Americans with Disabilities Act of 1990 88
Title II of the Americans with Disabilities Act of 1990 88
Chapter VI of the Civil Rights Act of 1964 88
Title IX of the Educational Amendments of 1972 (Prohibition of discrimination on the basis of sex.) 89
Chapter 269 of the General Law of Massachusetts (Prohibition of Hazing) 89
Section 703 of Title VII of the Civil Rights Act of 1964 and Chapter 151A and 151B of the Massachusetts General Laws (Prohibition of sexual harassment) 91
NRSD Internet Policy 91
Visitors To the Schools 93
Observations Of Special Education Programs 94
Child Find Fact Sheet (DESE) 95
Administrative Guidelines and Procedures- Physical Restraint Prevention and Behavior Supports 96

District's Physical Restraint Procedures 97
Use of Restraint 99
District's Procedures 100
G. Reporting Requirements 105
District's Training Requirements 108
For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints 109
Methods For Engaging Parents/Guardians and Youth in discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Procedure 109
Complaint Procedures 109
Procedure For Use of Time-Out as A Behavior Support Strategy 111
XIV. APPENDIX 112
Educational Service Plan 112
Student Parent Acknowledgment of Receipt 114

I. NRHS MISSION, CORE VALUES and PoG COMPETENCIES

Together, we inspire and challenge all learners to realize their unique potential and become active contributors to their community

Our Core Values...

We Value…

academic achievement and personal growth

voice, choice, and agency

lifelong learning

a safe, caring, and inclusive community

collaborative partnerships

innovation

a sense of belonging

FOR ALL.

PERSEVERANCE
COMMUNICATION
CREATIVITY
EMPATHY
CULTURALLY COMPETENT GLOBAL CITIZENS
LEARNER'S MINDSET
Nashoba Regional School District
Portrait of a Graduate
STOW
LANCASTER
BOLTON
Be Your Best Self. Pave Your Path. Impact the World.

II. STUDENT RIGHTS AND RESPONSIBILITIES

Students have all the rights afforded them by federal and state constitutions, statutes, and regulations. The school reminds students that certain responsibilities accompany these rights in order to maintain an academic environment.

Student Rights	Student Responsibilities
● to have a safe, healthy, orderly and courteous school environment where school rules are consistently enforced	● to be familiar with and abide by all district policies, rules, and regulations pertaining to students conduct
● to take part in all school and district activities on an equal basis regardless of race, gender identity, religion, national origin, or disability	● to work to the best of their ability in all academic and extracurricular pursuits and strive toward the highest level of achievement
● to attend school and participate in school programs	● to behave as a representative of the district and hold themselves to the highest standards of conduct, demeanor, and sportsmanship, and to accept responsibility for their actions
● to have school rules and conditions available for review and, when necessary, to receive explanation by school personnel	● to seek help in resolving problems that might otherwise lead to possible disciplinary procedures
● in all disciplinary matters, to have the opportunity to present their version of the facts and circumstances surrounding the incident for which disciplinary sanctions may be imposed	● to contribute to an orderly, learning centered environment, and to show due respect for other persons and for the property belonging to other persons or the school
● to express their opinions as long as their expression does not interfere with the rights of others or disrupt normal school operation	● to contribute constructively to the school community through the expression of ideas and opinions in a manner reflecting our stated values and expectations
● to have the school maintain confidentiality regarding their student records	● to keep school officials informed of any issue pertinent to the safety and order of the school environment

III. PROTOCOLS FOR COMMUNICATION

Nashoba Regional High School Administration
(978) 779-2257
Dr. Kathleen Boynton, Principal
Ms. Jeanine Boulay, Assistant Principal for grades 9 & 11
Mr. Nick Pezzote Assistant Principal for grades 10 & 12
Mr. Daniel Walker, Dean of Students
Ms. Tania Rich, Athletic Director

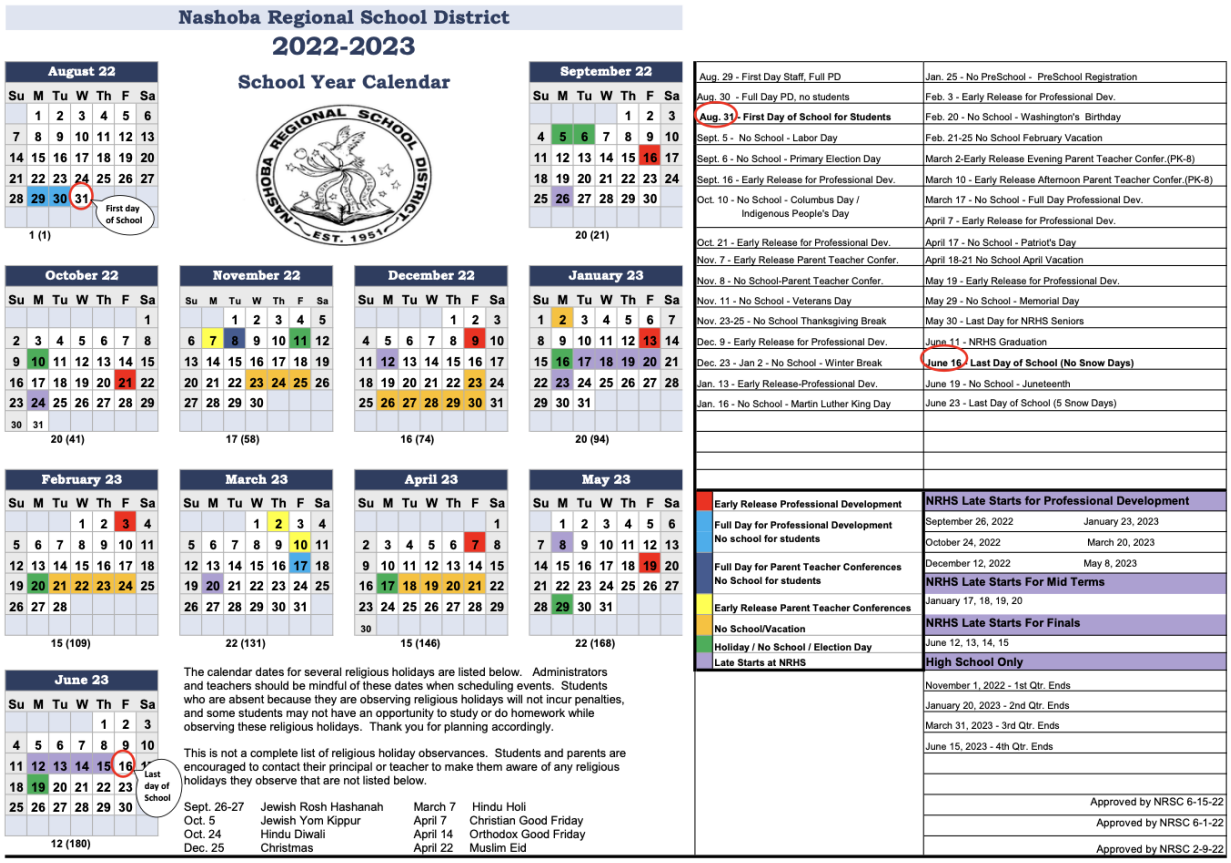
Main Office	**Assistant Principals and Athletics**
Administrative Assistant to the Principal Marcia Winter X3115 School Secretary: Theresa Slade X3100	Administrative Assistant to the Assistant Principal Jodi Horn X4709 Administrative Assistant to the Athletics Director Jaime Mariani X3102
Nurses Office X3120	**Guidance Department** (978) 779-0122
Sarah DelConte Cosentino Courtney Letourneau	Guidance Secretary Stephanie Hilliger
Special Education	
Team Chair/Department Head Andrew Zerciei X3114 **Team Chair** Lauren Schnare-Mahoney X4273	
NRHS Department Heads	
Jon French - Social Studies Rick Kempskie -Math Andy LeBlanc - Applied Arts	Kim Rocha - English Jaana Thorarensen - ELL Peter Connery - Wellness Joe McCarthy - Fine/performing Arts
	Linda Peer - Science Maria Davis - World Language Jodi Specht - Guidance

Procedures for Communication: Who to Call When:

Contact a Teacher when: ● you have a question about a grade ● you have a question about class expectations or assignments ● you have a question about placement or level ● you have a question about something that took place in class ● you have a question about course curriculum	**Contact the Dean or an Assistant Principal when:** ● you have a question or concern about a disciplinary situation ● you have questions about a class and you have already contacted the teacher and Department Head ● you have questions about an attendance matter ● you have a question about school policy
Contact a Department Head when: ● you have questions about a class and you have already contacted the teacher ● you have curriculum programming questions ● you have a question about course level and placement and have already spoken to the teacher	**Contact a Guidance Counselor when:** ● you have a question about post-graduation/college planning or graduation requirements ● you have a question about scheduling ● you have an academic or social emotional question or concern ● You have questions regarding student support
Contact the Guidance Office when: ● you are moving and need information about withdrawing from or registering at Nashoba Regional High School ● you have a question about AP, SAT, PSAT or Scholarships ● you want to inquire about credits received from another school	**Contact the Special Education Office when:** ● you have a question about the services available under Chapter 28 ● you have a question regarding an Individual Educational Plan (IEP)
Contact the Principal when: ● you have not received an adequate or helpful response from the appropriate staff ● you have a suggestion that may improve the school ● you have a question or concern about school policy or practice	**Contact the Athletic Office/ Director when:** ● you want to contact a coach directly ● you have a question about interscholastic athletic events ● you have a question about MIAA policies
Contact the Main Office when: ● you need to report attendance for your child ● you have a question about an absence ● you have a general question related to NRHS ● you have a question about financial obligations ● you have a question about a club or activity ● you don't know whom else to call	**Contact the School Nurse when:** ● you have a question about health records ● there is a medical condition that requires an adjustment in school procedure ● you need to report that your child has a medical condition/situation the school should be informed about (concussion/flu, etc.)

IV. ACADEMIC INFORMATION

2022-23 School Calendar



Nashoba Regional School District

2022-2023

School Year Calendar

August 22						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First day of School

1 (1)

September 22						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20 (21)

October 22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 (41)

November 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 (58)

December 22						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 (74)

January 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 (94)

February 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15 (109)

March 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 (131)

April 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 (146)

May 23						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 (168)

June 23						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	
25	26	27	28	29	30	

Last day of School

12 (180)

The calendar dates for several religious holidays are listed below. Administrators and teachers should be mindful of these dates when scheduling events. Students who are absent because they are observing religious holidays will not incur penalties, and some students may not have an opportunity to study or do homework while observing these religious holidays. Thank you for planning accordingly.

This is not a complete list of religious holiday observances. Students and parents are encouraged to contact their principal or teacher to make them aware of any religious holidays they observe that are not listed below.

Sept. 26-27	Jewish Rosh Hashanah	March 7	Hindu Holi
Oct. 5	Jewish Yom Kippur	April 7	Christian Good Friday
Oct. 24	Hindu Diwali	April 14	Orthodox Good Friday
Dec. 25	Christmas	April 22	Muslim Eid

Aug. 29 - First Day Staff, Full PD	Jan. 25 - No PreSchool - PreSchool Registration
Aug. 30 - Full Day PD, no students	Feb. 3 - Early Release for Professional Dev.
Aug. 31 - First Day of School for Students	Feb. 20 - No School - Washington's Birthday
Sept. 5 - No School - Labor Day	Feb. 21-25 No School February Vacation
Sept. 6 - No School - Primary Election Day	March 2-Early Release Evening Parent Teacher Confer.(PK-8)
Sept. 16 - Early Release for Professional Dev.	March 10 - Early Release Afternoon Parent Teacher Confer.(PK-8)
Oct. 10 - No School - Columbus Day / Indigenous People's Day	March 17 - No School - Full Day Professional Dev.
	April 7 - Early Release for Professional Dev.
Oct. 21 - Early Release for Professional Dev.	April 17 - No School - Patriot's Day
Nov. 7 - Early Release Parent Teacher Confer.	April 18-21 No School April Vacation
Nov. 8 - No School-Parent Teacher Confer.	May 19 - Early Release for Professional Dev.
Nov. 11 - No School - Veterans Day	May 29 - No School - Memorial Day
Nov. 23-25 - No School Thanksgiving Break	May 30 - Last Day for NRHS Seniors
Dec. 9 - Early Release for Professional Dev.	June 11 - NRHS Graduation
Dec. 23 - Jan 2 - No School - Winter Break	**June 16 - Last Day of School (No Snow Days)**
Jan. 13 - Early Release-Professional Dev.	June 19 - No School - Juneteenth
Jan. 16 - No School - Martin Luther King Day	June 23 - Last Day of School (5 Snow Days)

Early Release Professional Development	
Full Day for Professional Development No school for students	
Full Day for Parent Teacher Conferences No School for students	
Early Release Parent Teacher Conferences	
No School/Vacation	
Holiday / No School / Election Day	
Late Starts at NRHS	

NRHS Late Starts for Professional Development	
September 26, 2022	January 23, 2023
October 24, 2022	March 20, 2023
December 12, 2022	May 8, 2023
NRHS Late Starts For Mid Terms	
January 17, 18, 19, 20	
NRHS Late Starts For Finals	
June 12, 13, 14, 15	
High School Only	
November 1, 2022 - 1st Qtr. Ends	
January 20, 2023 - 2nd Qtr. Ends	
March 31, 2023 - 3rd Qtr. Ends	
June 15, 2023 - 4th Qtr. Ends	
	Approved by NRSC 6-15-22
	Approved by NRSC 6-1-22
	Approved by NRSC 2-9-22

[Link to District Calendar Page]

NRHS Bell Schedule

NRHS has an 8-day rotating bell schedule with 7 periods meeting each day. Each class rotates through in a waterfall model, meeting at a different time. 5th period is a long block to accommodate 4 lunches. The school day begins at 7:40AM and ends at 2:20PM.

[Link to Rotation Schedule]

Academic Support Center

Nashoba's Academic Support Center will provide a supportive learning environment in which the talent, promise, and value of every member of the school's academic community is appreciated and enhanced. Services supporting students achievement, will include, but not be limited to: efficient study skills development, one-on-one and group tutoring sessions, test taking skills review for teacher made and standardized tests, computer usage and Internet access, assistance and support of school project production, support for academic and college essay writing, peer tutoring and counseling, subject specific tutoring and support, and MCAS remediation.

Additional information about the ASC's services can be obtained under "Study Hall."

Books

School books and other school property (such as safety glasses) are loaned to students for use during the school year. Students are responsible for maintaining the loaned material in good condition. Any lost, torn, or otherwise damaged property will be paid for by the students, or other persons responsible, at the prevailing cost.

All textbooks will be collected by the classroom teacher at the end of a course of study. Students who have not returned their book(s) to the classroom teacher will receive a bill for the prevailing cost of the book(s).

College Counseling

The NRHS Guidance Department adheres to the Statement of Principles of Good Practice, the code of principled conduct of the National Association for College Admission Counseling (NACAC). We encourage all interested parties to review the code at www.nacacnet.org but want to specifically highlight (and paraphrase) the following practices:

- Encourage students to be the sole authors of their applications and essays and counsel against inappropriate assistance on the parts of others
- Provide accurate descriptions of the candidates' personal qualities relevant to the admission process
- Sign only one pending Early Decision or Restricted Early Action agreement for students
- Report any significant change in a candidate's academic status or qualifications, including personal school conduct record between the time of recommendation and graduation
- Counsel students and their families to notify and withdraw applications from other institutions when they have accepted an admission offer
- Counsel students not to submit more than one admission deposit, which indicates their intent to enroll at more than one institution.

All students will be provided with a counselor recommendation upon request. Teachers make every effort to support students by writing letters of recommendation when requested; however, in instances in which a teacher has a significant number of recommendation requests, or in which a teacher may not feel that they are in the best position to write a letter for specific students, teachers may not be able to honor requests. Recommendations are confidential documents that are not shared with students or family members; if students are not comfortable with this confidentiality, Guidance will provide a Letter of Academic Review.

Once an application is submitted, any subsequent course change by a senior will result in a letter of

change explanation being sent to all colleges. Students will be encouraged to author the letter in lieu of the Guidance Department, but the Guidance Department will transmit the letter to all colleges with pending applications or open offers of admission for those students. Furthermore, action that negates information conveyed in a college recommendation letter may result in a call for that letter to be rescinded from all colleges that received it, at the author's discretion. In the event of this action, the affected students would be notified by the school official involved. NRHS Guidance will send a final transcript as is necessary for confirmation of an accepted and enrolling students to only one college; the sole exception will be when students provide confirmation of being admitted off of a waitlist.

Credit Requirements

At Nashoba Regional High School all students have the opportunity to select a program of studies from different subject areas without being confined to a single curriculum. Students are expected to include in their program certain subjects that are considered basic to a well-rounded high school education. Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them. Students must have a minimum of 90 credits to graduate. Students must also be enrolled in a minimum of 25 credits per school year. Students who fall substantially behind in credit acquisition may have their year of graduation extended. Some requirements may be waived depending upon availability of courses. In order to facilitate proper academic progress, parents must be responsible for monitoring the progress of all students. In order to earn credit for a course, students must have a passing grade of 60 or above. Details about graduation requirements are available in our online Program of Studies.

Required Courses

Subject	**Years Required**
English	4 Years
Mathematics	3 Years
Science	3 Years
Social Studies	3 Years (including US History)
World Language	2 Years
Fine/Performing Arts	1 Year
Applied Arts	1 Year (at least one semester of a technology designated course)
Wellness	4 Years
Minimum Credits Required for Graduation for All Graduating Classes: 90 Credits	

Grading Policy

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60
I	Incomplete

All students are expected to carry a minimum of 25 credits each year. In order to graduate, they must successfully complete a minimum of 90 credits, including the prescribed number of credits in the courses listed in the “Credit Requirements” section.

Each year, students should select a minimum of six (6) subjects or its equivalent. Required courses must be successfully completed for graduation. All students are encouraged to take more than the minimum requirements in order to benefit most from the educational experiences at Nashoba Regional High School. Students may apply for early graduation if they anticipate meeting all of the graduation requirements at an accelerated pace.

Students who change levels or transfer to a similar class receive a grade based on the average of the pre-transfer and post-transfer classes, and receive the number of credits corresponding to the course completed. Students changing levels have their grades adjusted by 10%. The grades to be averaged are prorated based on the percentage of time spent in each of the classes. Students wishing to make up a course in summer school must remain in the course for the entire school year and receive at least a fifty percent average in the course.

Homework

Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self initiative on the part of the students.

Parents and the school share the responsibility for students' learning. NRHS believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments. If parents and/or students feel that they have an excessive amount or too little homework per week, a conference with the appropriate teacher is suggested.

For students who have been absent more than three consecutive days, homework requests can be coordinated through the guidance counselor.

Honor Roll

Honor roll is calculated for fully enrolled students using only those classes that meet five (5) days a week:

- A+, A or A- = 4 points
- B+, B or B- = 3 points
- C+, C or C- = 2 points
- D's and F's eliminate students from the honor roll

- ***Honors -*** Students must maintain at least a 3.0 average to be included in the Honor Roll.
- ***High Honors -*** Students are awarded high honors when they have at least a 3.5 average.
- ***Highest Honors*** - Students are awarded highest honors when they have at least a 3.75 average.

Unweighted averages are used to calculate honor roll. At graduation, students who have an overall unweighted average between 87-89.9 is recognized as cum laude, between 90-92.9 as magna cum laude, and greater than 93 as summa cum laude.

Incompletes

Students who have not completed all required work due to illness or other extenuating circumstances may be given an "incomplete." Students are required to make up incomplete grades within two weeks of the end of the quarter. Exceptions may be made for students who have extenuating circumstances (such as a documented long-term illness). Students will not be eligible for extra curricular activities until the incomplete is made up.

Level Changes/Course Changes

Students who wish to change academic levels or make a course change have until two weeks following the first progress report of the first quarter to do so. Beyond this point in the course, students must have sought out the teacher for extra-help as needed to address the academic issues; in addition, the students should have sought out additional academic support (e.g., the ASC or peer tutoring). Prior to the level change, there should be documented communication between the students, teacher, and parent with an attempt to rectify the academic issue. Students will not be permitted to change levels based upon non-academic related issues. If the process for academic support has been followed and the change in level is still necessary, the guidance counselor and/or Principal will make the final approval and necessary changes.

Students who are placed in a course as the result of an approved override must remain in the course through the end of the first quarter.

Programs of Study

The following year Program of Studies is available to all students during the second semester of the school year. It includes information on academic requirements, level designations, level values, suggested programs, and descriptions of all courses offered at the high school. Students and parents should consult this booklet for course selection and for post-graduate planning. The current Program of Studies is available on the school website under the Guidance Department link and a hard copy is available in the Guidance Department.

Report Cards

Electronic report cards are distributed at the end of each quarterly marking period (parents may request a paper copy as well). These reports indicate an assessment of the students' progress in class. Students' progress may be reviewed on PowerSchool at any time; all teachers are required to have grades fully updated at the midpoint of each quarterly marking period.

Retaking of a Course

Students who are retaking a course and attempting to improve their grade and knowledge of the subject are not "auditing the course": the students are simply retaking the course. they receive regular grades which are counted towards G.P.A. No additional credit is allowed. Students may retake a class during Summer School or during the regular school year.

Student Support

Nashoba Regional High School's policies relative to students who are having serious scholastic difficulty are as follows: The Student Teacher Assistance Team (comprising members of administration, guidance, special education, and the school nurse) meets regularly to discuss students who are having some identified difficulty in school and to make any referrals deemed necessary. An evaluation of the students is conducted in order to determine the cause of their difficulty and prescribe a suitable educational plan (IEP, 504 Plan, Student Success Plan). In many cases, the procedure may be the referral and evaluation procedures specified by state and federal regulations for special education or Section 504 students; in other cases, a less formal evaluation may be appropriate. In addition, the Principal or Assistant Principals may recommend that students who make no progress towards the established goals be required to take an academic leave of absence. Students may also elect this alternative if they are over sixteen years of age.

Summer/Night School Course Credit

If students fail a course at Nashoba Regional High School, the transcript will reflect the course name, grade (F), credit (0) and the course level. The students may take a summer school course for a failed course as long as their final average was above fifty (50). To be eligible for summer school, students must remain in the course for the entire year/semester. The transcript of students who retake a failed course will be noted with course name, grade earned, credit earned and an unleveled course notation. A C- (70%) is the passing grade for a summer school course. Nashoba personnel do not designate levels for summer school courses. Students have the option of retaking the course during the following year but

should be cognizant of graduation requirements and prerequisites. When students retake the course, both classes will be counted within the GPA.

Transfer Courses

Only courses taught at Nashoba will be included in the GPA. To be included in Nashoba's class standing, students must have completed no less than a full year's course work at Nashoba (i.e., a minimum of 23 credits).

Recognizing that each educational provider offers a specific level of rigor that may or may not be reflected within a course title or level, and because we do not have the ability to objectively and inarguably determine the corresponding Nashoba level, we represent transfer courses to colleges by presenting them on their originating transcript.

All credits on a student's transcript from a prior educational setting will be converted to Nashoba credits, where each full year course is granted 4 credits and all courses will be recognized. For courses being brought in from non-traditional educational institutes (home school, online, therapeutic, etc.) that have not been awarded credit, credit will be calculated according to the amount of time spent on each course prorated for independently verified instructional hours.

Nashoba recognizes only those educational experiences which have been within an accredited educational institution. Home school programs approved by the LEA are the sole exception.

The practical application to students who transfers in to Nashoba as an upperclassman will result in the following example transcript entry:

Minuteman Regional High School
Transfer credit 24

As a matter of policy, any outside transcript received by the high school will be forwarded along with Nashoba's transcript for the college's review.

Transfer Students

Transfer students must meet all Nashoba requirements concerning class credit and attendance. Any questions in this regard may be directed to the Guidance Department and/or Assistant Principals. Students at Nashoba must enroll in a minimum of 23 credits per year regardless of the number of credits earned at their previous school. Students must also produce a record of a physical examination and immunizations upon entrance into school or transfer into any grade. Any students not in compliance with this law may be excluded from school.

Withdrawal from Classes

The Nashoba schedule is built to accommodate students' requests made in the spring and it is expected that in the Fall students will enroll in their requested courses with the exception of changes made to resolve scheduling conflicts. To change levels students must first discuss their proposed change with the course teacher and then follow the add-drop procedure.

Students who withdraw from a course after the first progress report period will receive either a WP

(withdrawn passing) or WF (withdrawn failing) on their report card for the work completed up to that point in that quarter. The final grade posted on the transcript will be either 'WP' or 'WF' reflecting the cumulative average in that course. WP and WF averages will not be used in the calculation of GPA although they will appear on the student's permanent transcript.

National Honor Society Eligibility Requirements

In Quarter 3, sophomores and juniors who have maintained an unweighted cumulative grade point average of 3.8 on a 4.0 scale are sent an invitation to apply for membership. The invitation to apply **does not guarantee admission**.

Other requirements include:

1. **Service**
    - **a.** A minimum of 20 hours of service is required for consideration. Any hours from the end of 8th grade until the application deadline are considered. Service hours are documented by filling out the Community Service form located in the main office for each service event and must be signed by both the students and the responsible adult from the agency that the students have served.
        - **i.** Examples of service include, but are not limited to: working in soup kitchens, walks for cancer / hunger, etc., volunteering at shelters

2. **Character**
    - **a.** A clean discipline record (ex. Suspensions or disciplinary referrals)
    - **b.** The signed endorsement from three staff members/educators/administrators
    - **c.** Cheating, plagiarism and other academic infractions may disqualify students from consideration.

3. **Leadership**
    - **a.** Must hold a leadership position or act in a position of leadership since middle school
    - **b.** Leadership can be evidenced by being an elected captain or co-captain of a team, holding a position of leadership in a club - such as president or vice-president, working with younger children in a coaching capacity or by written recommendations of leadership activity documented by an adult supervisor (for example, if students are employed and holds a leadership role in the workplace; these activities **must** be documented by the work supervisor as to the leadership position held, the responsibilities that this entailed and how long the students have held this position of responsibility. The letter should be written **by the supervisor, not the students, and must include contact information for further verification**. Acceptable examples of work leadership: head crew, sales mentor.
4. **Written Essay**
    - **a.** a well-written essay of 1-2 pages typed (subject of this essay will be in the application packet)

The Faculty Council, consisting of 5 members, will examine the applications presented. Their decision is final. It is the student's responsibility to return a complete application with their credentials on time and with proper signatures. If any signatures are missing or not signed by the proper authority, the application will no longer be reviewed. Students will be notified by mail of the status of their application after the Faculty Council reviews the applications.

Student Records

Nashoba Regional High School follows and is in compliance with MA Education Laws and Regulations, 603 CMR 23.00: Student Records.

V. ACADEMIC INTEGRITY

Integrity is a core value at Nashoba, and academic integrity is essential to a successful learning. Without academic integrity, students cannot derive the most from their learning pursuits. Cheating, therefore, is intolerable and will be treated seriously. Cheating is defined as but not limited to the following behaviors:

- Illicitly sharing or obtaining information about specific questions on an assessment before or after it is given
- Stealing and/or distributing tests or quizzes before they are administered, which includes previous year tests/quizzes ***without teacher consent***
- Sharing information or obtaining information about or during an assessment, which includes unauthorized use of study guides, notes, books, previous tests/quizzes or other sources of information
- Plagiarizing from another students work, from resources, or from any electronic source including the Internet
- Using any electronic devices or Internet communication including, but not limited to, texts, instant messaging, email, and social networking sites to receive and/or distribute information about an assignment or assessment, unless expressly permitted by the classroom teacher

A teacher is obligated to report to an administrator any individual violation of academic integrity of a serious nature (for example, cheating on a test, paper, or major assignment), and any pattern of violations of academic integrity of a less serious nature (for example, multiple instances of copying homework). A teacher always has the flexibility to report any individual violation of academic integrity, no matter the perceived severity.

Once reported to an administrator, the following consequences will apply (The sequence of offenses listed below refer to the number of reported offenses occurring in an academic year. Multiple offenses across multiple years, however, may warrant students moving to a higher offense level at the discretion of the administrator.):

<u>First Offense</u>

A. The administrator shall document the offense. Any subsequent offenses in any year will be documented in PowerSchool, including a description of any previous offenses.**
B. The students shall receive a zero grade on the assignment.
C. Parent(s)/guardian(s) shall be notified by either the teacher or the administrator.

<u>Second Offense</u>

A. The administrator shall make note of the event in PowerSchool**
B. The students shall receive a zero grade on the assignment, and the student's grade for the quarter may be reduced by one full letter grade at the time of the incident.
C. The students shall receive disciplinary consequences imposed by school administration.

D. The students may be ineligible for after school extracurricular activities (which includes, but are not limited to, sport events/practices, drama, music, award nominations/ceremonies, and any other school-sanctioned activity) at the discretion of the Administration/Athletic Director.
E. Parent(s)/guardian(s) shall be notified by the administrator, and a conference with the students, parent(s)/guardian(s), teacher, and administrator may be scheduled

Third Offense

A. The administrator shall make note of the event in PowerSchool**
B. The students may receive a failing grade for the course, and as a result, may be removed from the course or moved down an academic level
C. The students shall receive disciplinary consequences imposed by school administration
D. The students may be ineligible for after school extracurricular activities (which includes but is not limited to sport events/practices, drama, music, award nominations/ceremonies, and any other school-sanctioned activity) *for a calendar year* at the discretion of the Administration/Athletic Director.
E. The students shall be ineligible to serve in a leadership position within the school for a minimum of 12 months, and shall be removed from any leadership positions currently held within the school
F. A conference with the students, parent(s)/guardian(s), and administrator shall be scheduled

**** Under the auspices of the National Association for College Admissions Counseling Code of Ethics, guidance counselors and school officials have the obligation to *disclose* any significant change in a candidate's academic status or qualifications, including personal school conduct record.**

Individuals may report instances of cheating/plagiarism to the following anonymous email:

NRHSsafety@nrsd.net

VI. ATTENDANCE

All students are expected to attend school on a regular basis. Under the laws of the Commonwealth of Massachusetts: "Every child between the ages of 7 and 16 is compelled to attend school." At NRHS, pupils 16 years of age or over are also expected to conform to the same rules of attendance.
Every person shall have a right to attend the public schools of the town of residence, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town, unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public school. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, gender identity, religion, national origin or sexual orientation.

The Nashoba Regional School District adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts which defines attendance regulations. Except in cases of illness or other extenuating circumstances, students are expected to be present when school is in session. Family vacations and trips which are scheduled when school is in session are not considered valid reasons for absence. If students see their teachers in advance, teachers will allow them to make up missed assignments, tests, and quizzes. They are not required to prepare work in advance for a vacation

related absence. In addition, teachers are not required to re-teach or tutor students when they return from a vacation. Furthermore, the classroom teacher will establish the appropriate timeframe for making up the work. It is the student's responsibility to determine the work which needs to be done when he or she returns to school.

Students who are absent from school on a particular day will not be allowed to participate in any school activities or dances on that day. (The only exception would be if the absence from school has been authorized by the Principal, or their designee***,*** in advance.) Students who are tardy **after 9:45 AM** or are dismissed **prior to 11:15 AM** will be ineligible to participate in extracurricular activities on that day unless the tardy arrival or dismissal has been authorized in advance by the Principal. This rule applies to games, practices, club meetings, rehearsals, dances, and any inter-school competitions. Other special requests for excused absences or the changing of final exams must be cleared in advance by the Principal prior to approval.

- Students who enroll in a course are expected to be present for every class session. Any more than 14 unexcused absences total for a yearlong course (4 credits) and 7 unexcused absences for a semester course (2 credits) may lead to loss of course credit. Students are permitted up to 4 unexcused absences for P.E. or any 1 credit course before credit may be lost.
- Attendance will be reviewed quarterly and each semester and noted on progress reports and report cards.
- Absences in first period will be considered a skipped class unless valid extenuating circumstances would not allow for the student's attendance and the student provides a note from the parent(s)/guardian(s) by the following school day.
- Missing more than half of the class period due to unexcused tardiness will be counted as an absence for the class period.
- Five (5) unexcused tardies (tardies without a note from a sending teacher/administrator/staff member) will equal one unexcused absence.
- Students are required to submit an absence note to the main office within two days of his/ her return to school.

Parent notes will excuse up to 7 absences; all other absences must be excused by formal documentation (as outlined in the following section).

Excused Absences (Formal Documentation Required)

Absences not counted toward the limit of **14** (or **7** for semester course):

- Death in the family (parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin.)
- Health Professional appointment - formally documented note needed from Physician, Dentist, Optometrist, etc.
- School sponsored/sanctioned activities: field trips; school-sponsored athletic events; class meetings; in-school or external suspension; up to three college interviews/visits approved by the Guidance Department, Administration, and teachers in advance of the interview/visit (college interviews/visits typically apply to Seniors, but non-Seniors may request an excused absence for a college interview/visit on an individual basis).
- Religious Holiday Observance.
- Legal/Court appointments - Court note required upon return to school.

Physical Education Attendance

Students are expected to attend all physical education classes. Students who miss a class have two weeks from the date of return to class to make up their work. Students who wish to make up a PE class during study hall must receive a note from their PE teacher prior to making up the class, and this note must be presented to the supervising study hall teacher before going to the PE class. Extensions for making up classes/wellness work will be given at the discretion of the teacher. Long-term absences due to an injury or illness require a medical note from a doctor to be excused from classes. Students with a medical excuse will be required to complete Independent Wellness.

To participate in PE, students may wear the following attire: T-shirt, athletic shorts, sweatpants/shirt, warm up suits and sneakers that tie. Unless medically excused, students must participate in physical education classes to participate in athletic team practices, varsity and junior varsity games and intramurals.

Loss of Credit

In the event students lose credit for a course, the course grade will be earned but the credits will not. Students without enough credits in individual subject areas, or who do not meet the 90-credit requirement for graduation, may have to take another approved course (e.g., summer, night, following year). In exceptional circumstances, the Principal may develop individualized plans for students who have lost excessive credits as a result of absences.

Appeal Process

Students and/or family may appeal the loss of credit due to excessive absences. The appeal must be heard by an administrator. The school may decide to waive or modify the attendance policy where reasonable grounds for the absences exist.

- Communication in the form of a letter of appeal must be received within 10 days of the receipt of notification that credits have not been earned.
- All appeals must contain written documentation that will/may excuse absences and reduce the number to be below the 14 or 7 allowed.
- The Principal will be the final determiner of credit acquisition/loss in the event of an appeal.
- Absences that cannot be appealed include truancy or class cuts, unexcused tardies, vacations, etc.

Class Cuts

Students who cut classes will not be allowed to make up work, tests, or quizzes missed because of the cut. Furthermore, students will not be allowed credit, or the opportunity to make-up the missed assignments, for any homework or projects due the day of the cut. If the students are part of a group or cooperative learning project and cuts class, the action of that person will not adversely affect the rest of the group. *Absences in first period will be considered a skipped class unless valid extenuating circumstances would not allow for the student's attendance and the student provides a note from the parent(s)/guardian(s) by the following school day.*

The sanctions to be imposed for cutting classes include:

1st Offense	One Detention	Parental Notification
2nd Offense	Two Detentions	Parental Notification
3rd Offense	Half-day In-School Suspension	Potential Parent Meeting

In situations in which serving In-School Suspension because of cut classes might have an adverse impact on students performance (i.e., because of additional missed academic time in other classes), administration may work with the students and parents/guardians to have the students serve disciplinary time outside of school hours.

Early Dismissals

Students who wish to leave school for legitimate reasons before the end of normal classes must bring a written request from their parent or guardian to the office at the start of the school day. If dismissal is approved, the students will be issued a dismissal pass and should check out through the main office before leaving through the front doors. Also, the students are required to make up all classroom work as determined by the teacher and should notify teachers where possible prior to leaving for the day. ***Students who are 18 years of age or older may dismiss themselves from school for legitimate reasons; however, the students must check in with one of the administrators before leaving school grounds. If students dismiss themselves without an administrator's permission, they will not be able to return to school for the remainder of the school day or participate in after school activities. They will also forfeit all normal make-up work privileges for all classes missed and will receive disciplinary consequences***. Finally, Nashoba Regional High School is **not** an open campus; therefore, students are not allowed to leave the building during a study hall period and return to school. Students who do so will receive disciplinary consequences, and students who leave without permission and drive will lose parking privileges as described in the Student Vehicles section.

Attendance and Extra-Curricular Activities

In order to participate in extracurricular activities, students must either be present at school by **9:45** for the remainder of the school day; subsequently, students cannot be dismissed from school earlier than **11:15**. On early release days, students must be in school for the full session in order to satisfy the minimum requirement for full day attendance. If students miss more than one period unexcused then those students could be ineligible for extra-curricular activities that same day. Under certain extenuating circumstances, exceptions can be made at the discretion of the administration.

Tardiness

It is critical that students are on time to school so that they receive the full benefit of instruction and so that classes are not disrupted by students arriving late. Students are expected to be in their classes at the 7:40 bell, at which time attendance is taken. Students late for school must report to the Main Office/Assistant Principals. Students who do not report to the Main Office/Assistant Principals when tardy will receive consequences at the discretion of the administration. Students who accumulate five (5) unexcused tardies to school during a semester will receive one (1) administrative detention. Any student who accumulates ten (10) unexcused tardies will receive ONE Full Day In-school suspension, or an

alternative consequence determined by administration. ***A parent note does not excuse a tardy, unless the reason for the tardiness would fit the definition of an excused absence (e.g., medical). Reasons such as car trouble or sleeping late are not excused.*** Subsequent continuous tardiness will result in further disciplinary action at the discretion of the administration and may include additional parental meetings, detention, in-school suspension, removal of parking privileges, and suspension of extracurricular activities.

If students are tardy five (5) times to one class, one (1) unexcused absence will be charged to the students for attendance and credit purposes. It is most important that students understand that 90 credits is the graduation requirement. If students are not punctual to class, lost credit for a course could take place when excessive tardiness becomes converted into absences.

Students who miss more than fifty percent of a class will be considered absent for that period. Students who have an unexcused tardy to school will not be permitted to make-up work missed that day.

Seniors who have first period or last period campus study may come into school prior to the start of second period or leave at the end of sixth period ***with a pass from the main office and if they meet the eligibility guidelines. To obtain a pass from the main office, students must have a parental permission note and permission of the administration****.* This privilege will be reviewed by administration quarterly and will be revoked if a student's quarterly grade drops below seventy percent in any academic course. For the Fall, students will lose this privilege if they have a fourth quarter grade or a final grade for the prior year below seventy percent in any academic course. Finally, students will only be allowed to arrive late or to leave early on Early Release days if their campus study falls at the beginning or the end of the day.

Excused tardies include medical appointments and other formally documented visits. A parent note does not excuse a tardy. Please, be on time!

Truancy

Students who are absent from school without an explanation, or who leave school grounds without permission, are considered to be truant. Students who are truant from school, including leaving school grounds without permission, will receive in-school suspension. Students will receive zeroes on all assignments missed that day. As per the "Class Cuts" policy, if the students who are truant are part of a group or cooperative learning project the action of that person will not adversely affect the rest of the group.

School Cancellation

On days when it is necessary to cancel school because of inclement weather or unusual hazards, stations WBZ-AM (1030) and News 4, WCVB (channel 5), WRKO-AM 680, and WHDH (channel 7) will broadcast the "No School Bulletin" or the "One/Two-Hour Delay Bulletin" no earlier than the 6:00 a.m. report and not later than the 6:30 a.m. report.

Field Trips

Field trips are directly related to curriculum objectives; therefore, students who do not participate in field trips will be required to complete an alternative assignment. Students must follow all school rules while on a field trip; failure to do so will result in disciplinary action. Prior to participation on a field trip,

all students must have turned in a completed *Field Trip Permission Form,* signed by a parent or guardian; all students must have a current emergency health form on file in the health office; all students must have a physician order for any needed medication on file with the school nurse; and all students with specific medical needs must have an individualized healthcare and emergency plan on file with the school nurse. Self-administration of medication and/or EpiPen use, will need to be approved by the school nurse. No field trips will be scheduled after Memorial Day.

School nurses do not typically accompany field trips; if an emergency occurs during a school-sponsored field trip, the supervising school staff will follow emergency procedures and protocols and call 911 when necessary. Parents are encouraged to contact the School Nurse if there are any health concerns/ conditions relating to any field trips that their child(ren) may be attending and/or if the students will need medication during the field trip. Parents are responsible for sending all medications, including EpiPen's and inhalers, that the students may need that day. For overnight field trips, parents/guardians must complete a *Field Trip Overnight Permission Form*. If students are attending an overnight field trip will require any medications, including over-the-counter medications, parent/guardian and physician must complete a *Physician's Medication Order and Parent Consent form*.

1. Students approved by their physician, school nurse and parents/guardian to carry and self-administer their medication **are responsible** for the safety and use of their personal medication.
2. Students may not, under any circumstances, share medication.
3. All medication must be in the original pharmacy or manufacturer's container.

Make-up Work

Students who are absent from school are required to make up any class work. Students have one day from the day of their return to contact teachers regarding missed work. Failure to make these arrangements may result in loss of credit for the missed work.

Students who are absent on the day of a previously announced test/quiz are expected to make every reasonable effort to make-up the missed test/quiz on the day that they return to school, unless alternative arrangements have been made with the teacher. This expectation also applies to the passing in of term papers, projects, or homework. Students who are out for an extended absence will be given greater discretion in the timeline for making up work. Students who exhibit a pattern of absenteeism on the dates that tests, papers, projects, etc. are announced may be referred to administration.

Students who miss or do not pass in a quiz, test, paper, project, or homework due to a visit to the nurse's office, field trip, early dismissal, or tardiness must satisfy those obligations and/or make arrangements to do so that same day. Students may receive a zero on the assignment for failure to make arrangements on that date.

Students are expected to take final and mid-year exams when they are scheduled. Exceptions can be made for valid extenuating circumstances that are either approved in advance by an administrator and/or related to an unplanned, unavoidable issue/event.

For students who have been absent more than three consecutive days, homework requests will be coordinated through the guidance counselor. When making a homework request, students or parents should provide an email address if possible. Homework will either be emailed or sent home by the teacher or through the main office.

As noted in the “Attendance Policy,” family vacations and trips that are scheduled when school is in session are not considered valid reasons for absence. If students see their teachers in advance, teachers will allow students to make up missed assignments, tests, and quizzes; however, teachers are not required to prepare work in advance for a vacation related absence. The classroom teacher will establish the appropriate timeframe for making up the work.

Wellness Class Make-up - A student missing a Wellness Class has a period of two weeks from the date of return to class to make up the work assigned in that class, preferably after school, or to provide a medical note to cover the missed classes. Any student wishing to make up a Wellness class must have a signed note from a Wellness teacher before attending an alternate time. Medical notes should include the specific date of the student's return to school and the student’s ability to participate in any school activities. If students are not able to attend Wellness classes and **need more than seven (7) worksheets per the school year, the Wellness teacher will assign a project or require students to make up missed classes.** All absences which are not medically excused or assignments which are not timely made up by the students after their return, and which are beyond the allowable number of absences may result in loss of the required Wellness credit.

Any Wellness student who has been out of class for a medical reason must return to their regular scheduled classes before participating in any active interscholastic team practice or game or participating in an intramural or recreational activity within the school. Students who do not participate in Wellness must complete the assigned work and return it to the Wellness teacher.

Withdrawal From School

Students and their parent/guardian must meet with the Assistant Principal and their Guidance Counselor prior to withdrawing from school. Students will not be officially withdrawn until a period of three weeks (15 school days) expires after withdrawal papers are filed.

Students over the age of 16 who voluntarily withdraws from school for reasons other than illness or emergency may be readmitted but may lose credit due to unexcused absences. Students who wish to be readmitted must fulfill all financial and disciplinary obligations prior to re-enrollment.
If students are absent for fifteen consecutive days without a medically documented reason, the school will notify the students of the school district’s intention to withdraw the students. The students will then have ten days from the receipt of notification to contact the school administration to discuss their status as NRHS students. Failure to contact school administrative personnel may result in the withdrawal of the students.

VII. STUDENT LIFE AND GENERAL INFORMATION

Military Recruiting/Release of Students Information

Names, addresses, and phone numbers of secondary students will be released to the U.S. Military *unless a parent/guardian prohibits release of those records*. Parents/Guardians must complete the Students Registration Verification Form that all students receive prior to the beginning of the school year and

choose “Do Not Release” in the section specific to military recruiting rights. Moreover, requests for the names, addresses, and phone numbers of secondary students will be honored unless a parent/guardian provides written notification denying release of those records.

Announcements

Any students wishing to have an announcement made over the public address system should email the prepared announcement to the Main Office by 8:00 a.m. at least one day before the announcement is to be made (nrhmainoffice@nrsd.net). Announcements must be approved by the faculty member sponsoring the activity. All announcements must be directly connected with school programs.

Bulletin Board Policies

Classroom and school bulletin boards are primarily for information pertaining to Nashoba Regional High School activities. Messages for the message board must be submitted to the Main Office for prior approval.

Class Dues

Each class determines its own class dues and how it want**s** to raise the money to pay these dues. Dues may be used to pay for yearbooks, graduation expenses, and various functions that the class decides to sponsor (with prior approval from Administration). Checks for class dues should be made payable to: Nashoba Regional High School or NRSD with the Class of (Graduation Year in the memo line, and given to the class advisor.

Any students who do not pay their class dues may not be able to participate in any class events scheduled for that year. If students have not paid all class dues by the end of their senior year, the students may not be able to participate in activities such as the senior banquet and may not receive a student’s yearbook. Students who are unable to pay these fees due to financial hardship may have class dues waived. Students wishing to have class dues waived must see an Administrator.

Eligibility for Extracurriculars

Any students who wish to participate in school sponsored, extracurricular activities must be a “student in good standing.” Such activities include interscholastic sports, drama, clubs/organizations, class officer positions, and all school functions.

Lost Articles/Lost and Found

A lost and found area is located in the Main Office. Articles left unclaimed for an extended period of time will be brought to a donation center.

Students' Vehicles

Students are not required to use school transportation and may instead elect to transport themselves privately to and from school, so long as student's parking spaces are available, and students have followed the appropriate procedure to obtain a student parking pass. Student parking is a privilege, not a right, and student parking is subject to space availability. Therefore, students must register and pay a yearly fee of $70.00 to park at school. Students may request a day tag through the main office, if space is available, with a daily fee of $1.00. Day passes should be purchased at least one day prior to use. Generally speaking, students may purchase a maximum of two day passes per week. Seniors in good standing (no outstanding financial obligations and/or disciplinary actions) will be given priority for parking spaces, followed by juniors in good standing. Given the high demand for student parking and limited number of spaces, parking spaces for juniors will typically be assigned via lottery. Sophomores will not be permitted to park until seniors leave in late May, if space allows.

Students' parking tags must be visible on the driver's rear view mirror. Students without the proper parking tags may be subject to the following actions:

- First Infraction Verbal Warning
- Second Infraction Written Warning
- Third infraction $25 fine
- Final Infraction Car towed at owner expense

Students who provide their own transportation to and from school must conduct themselves in accordance with all school rules and regulations. Violators of driving or parking regulations will be subject to disciplinary consequences. Parking privileges may be revoked for unsafe driving, excessive noise, failure to meet disciplinary obligations, poor attendance, or tardiness at the discretion of the administration. Students who leave campus in their vehicle without permission during the school day will lose their parking privileges for one month for the first offense, and will lose parking privileges for the remainder of the year for a second offense (students losing their parking privileges will need to turn in their parking pass to the main office). Finally, reckless driving may be brought to the attention of the Bolton Police Department. (For further information, please refer to the *Students Parking Application* in the appendix.)

Any vehicle, while on school property, may be subject to inspection by school personnel if school authorities feel there is sufficient reason to warrant an inspection**.** (See "Search and Seizure" policy).

The Nashoba Regional School District is not responsible for any accidents, thefts, or damage that may occur while the vehicle is on school grounds. In order to minimize traffic and ensure sufficient parking for staff and visitors, students are not permitted to park in the front staff lot. *Please Note*: State law prohibits any junior operator, those with a license for fewer than six (6) months who are under the age of 18, to have a passenger (other than an immediate family member) who is under age 18 unless there is a licensed driver over age 21, with at least one year of driving experience in the front passenger seat.

Parking Policy

Student parking is a privilege, not a right. Therefore, students must register and pay a yearly fee of $70.00 to park at school. Students failing to follow school rules may lose the privilege of parking on campus.

Recycling

The Green Team encourages students to reduce, reuse and recycle. All students and staff are asked to use the designated recycling containers around the school. There are containers for paper, bottles, cans/plastic and cardboard. Please help keep Nashoba environmentally friendly.

Foreign Exchange Students' Contract

Sponsoring organizations shall notify the NRHS Principal and/or Foreign Exchange Students representative (guidance department) no later than May 25th regarding potential Foreign Exchange Students for the forthcoming school year. Each request shall be reviewed by the principal and/or representative. Notification of approval shall be issued to the sponsoring program no later than June 1st. NRHS will not be able to accommodate mid-year or semester break transfers into the school.

In order to provide outstanding service and achieve our mission statement goals, Nashoba Regional High School allows up to ***three*** Foreign Exchange students per academic year. The principal reserves the right to reduce the number of foreign exchange students based on financial hardships or unforeseen circumstances. Students must be approved by an accredited foreign exchange program. Students are eligible for a maximum stay of one continuous academic year, September through June at NRHS. **Due to the complexities of registering/scheduling foreign exchange students, registration must take place at least one week prior to the beginning of the school year. Students registering later than this timeline will likely experience a delayed start attending classes.** Foreign Exchange students must maintain at least a 2.0 grade point average at the end of each semester to remain in good standing at NRHS. Foreign Exchange students who are enrolled as seniors (grade 12) are able to participate in graduation ceremonies and will receive a Nashoba diploma provided that they pass MCAS exams, a US History course, and the NRHS graduation requirements. An 'Honorary Recognition Diploma' will be awarded if the full MCAS requirements or local graduation requirements are not met at the conclusion of the academic year.

Agreement:

1. Foreign Exchange students will be subject to all rules and regulations governing all students
2. at the high school
3. The program representative is responsible for informing students of any agreements with the program and all rules and regulations.
4. Foreign exchange students are not eligible for FREE and REDUCED lunches.
5. The following information should be presented for acceptance: a. Insurance (medical and accidental coverage)
    a. Permission to participate in athletics sponsoring organizations must meet MIAA standards.

   b. Physical examination form including immunization record, date and results of recent TB testing and current physical (within one year).
   c. Exchange students must comply with Massachusetts DPH immunization requirements for school attendance. School nurse must approve before the students can begin school.
6. If the students wish to achieve an NRHS diploma, an official English translated transcript must be received from the foreign student's school.
7. A profile of students and their family.
8. Statement regarding responsibility of host parents for supervision and support of all school activities.
9. A copy of host family application and host family profile.

Library/Media Center

The Library/Media Center is located on the second floor of the Nashoba Regional High School. It serves as a library and/or a quiet study area. It is open from 7:15 a.m. to 2:30p.m. Monday through Friday. The Library/Media Center is considered Nashoba's primary area for serious research and study as well as a quiet place for personal reading.

Food and drink (other than water) are prohibited in the Media Center.
Students may utilize headphones in the media center; however, the volume should be such that no one else is able to hear the device. Students are encouraged to use headphones for academic purposes while in the media center, but they are expected to provide their own headphones as the media center does not have the resources to loan them. For specific guidelines and rules pertaining to borrowing materials and accessing media center information, please refer to the media center staff. Refer to the acceptable use policy (in appendix) for specific information relative to the use of computer technology.

Library/Media Center Overdue Book Procedures

Students may check out shelf books for approximately two weeks. Certain books, such as reference books are checked out until the next school day. Students will receive notice when they have an overdue book outstanding. The book(s) must be returned or renewed on or by the date indicated on the notice. After two (2) reminders to return the item(s), the student's name will be referred to administration. A financial obligation will be levied for any book not returned, missing, or lost.

Bank

The Nashoba Educational Savings Bank is a branch of the Clinton Savings Bank serving students and staff. It is located in the school cafeteria. In addition to bank personnel, trained business students work in the bank. Please check at the branch location for hours of operation. An ATM is available for students use.

Uniform Requirements for Wellness

The Wellness department encourages school attire and accepts the following:

- Anything "Nashoba Related" (except team issued uniforms) which is appropriate to the activity, including T-shirts, athletic shorts, sweatshirt and/or sweatpants.

Unacceptable attire includes:

- Anything torn, ripped, cut off or dirty; tank tops, abbreviated tops, or mesh shirts without T-shirts underneath; spandex clothing items without athletic shorts covering them; the wearing of underwear as outerwear, and any other items which conflict with the Dresscode policy.

When in doubt about proper attire, check with the instructor. Any students dressed inappropriately sits out the class and receives an absence for that class. All absences are expected to be made up. All prescription eyeglasses should be safety lenses. Wearing of hats and sunglasses are only permitted at the discretion of the teacher.

504 Plans

Students who have a permanent or temporary disability may be eligible to receive special accommodations for their disability. The student's disability must substantially impact their ability to function at school and to access the curriculum. A meeting with the Section 504 team, chaired by the Principal or their designee, is required before a 504 Plan can be developed and implemented.

Tutoring Eligibility

Students who are absent for more than ten consecutive school days for medical and/or psychiatric illness must provide periodic medical updates from the treating physician. This documentation will be reviewed by the appropriate school personnel to determine eligibility for tutoring services through the District. Also, parents/guardians must sign a medical consent form to facilitate communication between the school and all treating physicians.

Bus Transportation

Students who receive bus transportation are expected to conduct themselves in a responsible manner. Riders are expected to be courteous to fellow pupils and the bus driver at all times. Refer to the "Bus Rules" section for specific details. Students are expected to follow all regulations set forth by the bus contractor as well. There is a late bus that departs at 5pm.

Cafeteria Procedures/Snack Shack

The NRHS cafeteria serves a nutritious lunch daily. The cost of lunch items is determined before the start of the school year. Students who bring their own lunch may purchase milk and other beverages separately. Students may no longer pay cash at the registers for lunch. Instead they should prepay online or place a check/cash in the envelopes located at the Snack Shack. Please note that online payments take two days to process. Finally, students are expected to remain in the cafeteria until the lunch period ends.

The Snack Shack is a service provided by the cafeteria staff before the school day begins. The Snack Shack is also in operation for the first four periods of the day. The Snack Shack will open ten minutes after the period has begun and will remain open until five minutes are remaining.

It is expected that students clean their own trash and tables in the cafeteria during breakfast and lunch. Students who do not may face disciplinary actions. Consumption of food and/or drink for medical reasons may occur in the nurse's office or at the teacher's discretion. Finally, students will adhere to the specific teacher's policy regarding personal food or drink in their classroom, and students and teachers are expected to leave a classroom in a clean condition at the end of each period.

Students are not allowed to leave class to visit the Snack Shack unless given explicit permission by the teacher to do so (i.e., the students pass must indicate permission to visit the Snack Shack). Students visiting the Snack Shack without permission may receive disciplinary consequences.

School Store

The School Store is located in the cafeteria. Items sold include school supplies, gifts, clothing, and other miscellaneous items. The store is open periodically during the school day and online.

Lockers/Locks

Lockers are school property. A locker will be assigned to all students by the district for the entire time the students are enrolled at Nashoba Regional High School. Some school lockers are equipped with built-in combination locks. For those lockers without built-in locks, students will be issued a school lock, which must be returned at the end of the school year; students will be assessed a $10.00 fee if they do not return a school-owned lock. All students are expected to have a lock for their locker, and to keep their locker locked at all times. Students may provide their own combination lock for their locker, but must provide a copy of the combination to the main office. It is not wise to leave items of real value or money in a student's locker or in the locker room. All students are also assigned gym lockers and locks. Students will be expected to reimburse the school the $10.00 replacement fee for a lost or broken lock.

Students may decorate the inside of their lockers, and may decorate the outside of their lockers for brief periods of time (fire codes prevent the long-term decoration of lockers). All pictures and/or decorations must be appropriate for a public school setting, and any exterior decorations must be cleaned within one week. Students may not decorate their lockers in ways that leave permanent markings or damage; students may be held financially responsible for cleaning or repairs of lockers due to inappropriate student use of their lockers. Students should not be socializing at their lockers once classes have started.

A locker or lockers may be subject to an administrative search with reason. Students who purchase their own lock must expect that it will be cut off in the case that administration needs to enter their locker and does not have access to the lock combination. Students should refer to the "Search and Seizure" policy to familiarize themselves with the school district's right to inspect lockers.

Work Permits

Students fourteen to eighteen years of age, who have secured employment, must obtain a work permit from the Main Office. The issuance of work permits is based on specific laws. The portions of the law that are most likely to be referred to are as follows:

1. Work certificates can be issued only to young person's fourteen to eighteen years old. Some industries, classified as dangerous, are restricted to children within definite age limits.
2. Permits are issued to young people under sixteen years old only for work during the hours when school is not in session.
3. Every new job requires a new work permit.

According to Commonwealth law, work permits issued by the Nashoba Regional School District are available only for NRSD students or students who live within the district towns. Since many students have jobs, there can be conflicts between school obligations and work obligations. The primary responsibility of the school is to educate students, the primary responsibility of the student is their school obligations. School obligations have priority above work responsibilities. It is the view of the Nashoba Regional High School administration that students should adhere to school policy in order to avoid conflicts between school and work obligations.

Student Activities

Extracurricular activities, school events, and athletics are important parts of the high school experience, and all students are encouraged to participate. In addition, school facilities are available for students use after regular school hours with the permission of appropriate faculty or administrators. Students who participate in extracurricular activities, after-school events, or athletics are expected to remain in those parts of the building specifically designated for the activity or event.

Students wishing to use school facilities for recreation - for example, playing pick-up basketball in the gym after school - may only do so with the express permission and under the supervision of appropriate faculty members responsible for those facilities, or with the express permission and under the supervision of administration. Students using the high school facilities without express permission may receive disciplinary consequences. Under no circumstances are Nashoba students to invite non-students to use the high school facilities without express permission; non-students using the facilities without permission will be considered to be trespassing.

Nurses are not available to provide care before or after school. If an emergency occurs during a school-sponsored event before- or after-school, the supervising school staff will follow emergency procedures and protocols and call 911 when necessary. Parents are responsible for notifying coaches, activity advisors and/or supervising staff of their child's health concerns/conditions and for providing any emergency medications that the students may need during the event. Parents/guardians must complete an *Extracurricular School Activity Consent Form* in order for their child(ren) to participate. Parental/guardian consent for participation in athletics is conveyed via the *Online Registration for Athletics* form.

Class Officers

Each class has four officers: President, Vice-President, Secretary and Treasurer. Election dates and terms of office are as follows:

- Freshman (elected in October) term of office ends last day of school year.
- Sophomore (elected late in May) term of office ends last day of next school year.
- Junior (elected late in May) term of office ends last day of next school year.
- Senior (elected late in May of Junior year).

Any full-time student in good standing is eligible and encouraged to run for class office. Elected officers must sign and abide by a contract of duties. Any students who fail to carry out their duties properly may be subject to impeachment. Impeachment will be carried out by a majority vote of the class officers and their advisor. A candidate for office must obtain nomination papers from the office and secure a minimum of twenty-five students' signatures from students in their class. The advisor will check the nomination papers, create the ballot**s**, and distribute them. Ballots are returned to the Main Office to be counted by the class advisor.

Dress Code

The school dress code reflects the Core Values and Mission of the school. All students should strive for high standards of achievement through hard work, initiative and collaboration. In addition, we seek to foster an atmosphere of acceptance and open-mindedness, in which students practice empathy and find common ground. With this in mind, students dress and appearance should be appropriate for the business of school. Therefore, students are expected to exercise good judgment in selecting school attire.

Any clothing, accessory, hairstyle or grooming habit that is a danger to students' health/safety may not be permitted and students' dress should not hinder participation in a given class (for instance, PE or a chemistry lab). Also, students' dress that is obscene or offensive, and/or disruptive to the learning environment will not be permitted. All students are expected to dress appropriately during the school day and at all school-sponsored events.

Prohibited Attire/Protocols:

A. Hoods, sunglasses, bandanas, hats and any other head/face covering may be worn with the permission of the building administration and staff. Students are expected to comply with teacher or staff requests to remove such items in classrooms.
B. Articles which display drug, alcohol, or tobacco logos or depict use of the same.
C. Articles which display messages, illustrations or symbols that are lewd, indecent, offensive or vulgar
D. Articles with images or words targeting groups based on such factors as race, religion, gender and sexuality.
E. Clothing that reveals nipples, genitalia or buttocks
F. Bare feet

Participation in team dress up or school spirit days does not excuse students from abiding by the dress code.

Students whose dress violates the code may be required to modify (i.e. cover, remove or change) their appearance. Refusal may result in a range of disciplinary consequences, including parent phone calls or detentions. Students' dress code enforcement should not result in unnecessary barriers to school attendance. With our core values in mind, all students should be able to dress comfortably for school and engage in learning without fear of body shaming or being singled out in front of peers. Reasons for conflict and inconsistent/inequitable discipline should be minimized whenever possible. Teachers should be allowed to focus on teaching without the additional burden of dress code enforcement. Teachers with specific students' concerns should forward them to an assistant principal.

Dances

Dances are usually held from 8:00 p.m. to 10:00 p.m. unless other arrangements are made in advance. Students who wish to participate in a school sponsored dance must be "students in good standing." The following regulations should be clearly understood by all members of the student body since they will be rigidly enforced.

- At any NRHS event, a *Breathalyzer* may be utilized under circumstances involving reasonable suspicion of impairment. The *Breathalyzer* will not typically be used as a prerequisite for entry into any dance or extracurricular activity. In exceptional circumstances, the Principal may determine that proactive use of a *Breathalyzer* would substantially contribute to the safe and orderly administration of a dance or extracurricular activity. In those instances, students will be given advance warning that a *Breathalyzer* may be used proactively. The purpose of the *Breathalyzer* is to encourage a safe and drug free school community zone and to deter illegal consumption of alcohol by minors. Refusal to take the *Breathalyzer* when instructed will result in parental notification and external suspension per the alcohol and drug abuse policy.

- *Dances are generally for Nashoba Regional High School students only***.** The only dances that allow outside guests are the Prom, Best Buddies Ball, Winter Ball, and Spring Fling. At all other Nashoba dances, no guests will be allowed. Students who wish to bring a guest (one guest per student) to one of the four identified dances must obtain written approval from the administrator in charge of the dance prior to the date of the dance. Guests may be no older than twenty years of age. NRHS students are responsible for their guest's behavior; students who appear to be under the influence of drugs or alcohol will not be allowed to enter or remain at the dance. Students or guests appearing to be impaired by drugs or alcohol at a school dance, the school will notify the parents and the presiding police officer; *all school rules in the students and Athletic Handbooks (see appendix) shall be enforced at all school related functions*. Once students leave the building, they may not re-enter; parking must be in the designated parking areas; loitering outside the school building or in cars is not permitted.

Eligibility

Students who wish to participate in school sponsored extracurricular activities must be “students in good standing.” Such activities include interscholastic sports, drama, clubs/organizations, class officer positions, and all school functions. Students in good standing meet the academic expectations outlined below, meet expectations for behavior and attendance, has no outstanding financial obligations (e.g.. parking fees, textbook fees, uniform fees), and represent Nashoba in a positive manner both in and out of school. Activity advisors, coaches, and administrators reserve the right to limit student’s participation in extracurricular activities when students fail to meet these expectations. Students who are caught committing a senior prank may forfeit their ability to participate in senior activities, including but not limited to the banquet, awards ceremonies, and graduation. Requirements for participation do not limit access on the basis of race, color, religion, national origin, sexual orientation, gender identity, disability or homelessness.

The academic requirements for participation in extracurriculars are:

- Students must have secured a passing grade and received full credit in four major courses (16 credits) from the previous quarter. To be eligible for participation in fall extracurricular events, students must have passed and received full credits for four major courses from the previous academic year, meaning both passing grades for the fourth quarter of the previous year and passing grades for the year.
- Students must have a cumulative passing average in all courses during the quarter in which they are participating.
- An incomplete (INC) will be treated as an F and may not be counted toward eligibility until course work is made up pursuant to school policy. • Ineligibility will take effect at the end of the second full school day after report cards have been issued; this will allow time for correcting any grading errors that may occur. Unless the grade status has changed (i.e., an incomplete grade changed to a passing grade), the students will remain ineligible until the next report card is issued. Provisions for review of eligibility may be made at Progress Report time, which may result in changing a student’s eligibility. Students with unpaid school bills are also ineligible for participation until obligations are met.

“Good Citizen” Policy

Participation in athletics and extracurricular activities is a privilege, and both athletes and activity participants represent themselves, their team or club, their school, and their community when they compete or participate in athletic or extracurricular events. We hold high expectations for our athletes and activity participants, and we expect that they will act as “good citizens” in the school, at school-sponsored events, and in the community at all times.

For purposes of this policy, a “good citizen” is defined as students who follow all school rules, who displays integrity at all times, and who follows all applicable community and state laws.

When administration receives substantiated evidence that student athletes or activity participants may

have acted in a manner contrary to this “good citizen” expectation, administration will investigate the incident.

When the Principal confirms, following an opportunity for the students to be heard, that a violation of the “good citizen” expectation occurred, administration will meet with the corresponding coach and/or club adviser and determine appropriate consequences. Depending on the severity of the behavior, consequences may range from a written warning to removal from the team or club. School officials may suspend students from participation in extracurricular activities who have been charged with a misdemeanor or felony involving violence or weapons until disposition of the charges.

Intramural Activities

Nashoba offers an intramural program for grades 9-12. Program offerings will be based on funding, space availability, and number of students interested in participation.

The following programs may be offered at various times during the school year:

- Fitness and weight training, tennis, swimming, lacrosse, volleyball, golf, floor hockey, basketball, badminton, and mat ball.
- Other program offerings may be added as the program expands. student interest and suggestions are welcomed.

Each program offering will run on selected days from 2:15-4:00 PM. Students will need to arrange for their own transportation home. This program is co-ed, and is open to any and all students who are NOT participating on in-season interscholastic teams. Student athletes who quit or are otherwise disqualified from playing on an interscholastic team may not participate in any intramural activity until the end of the sport season from which the students were disqualified or voluntarily left the sports team.

Sports

Nashoba offers a variety of interscholastic sports during the school year to all eligible students. The following sports are offered:

- Baseball, Basketball, Cheerleading, Cross Country, Field Hockey, Football, Golf, Ice Hockey, Ski Team, Softball, Soccer, Tennis, Track and Field, Lacrosse, Indoor Track, Volleyball, Swimming and Wrestling

Parents and students must certify that they have read and understand the Nashoba Parent/Student-Athlete Handbook prior to participation in any sport. A poor disciplinary/attendance record may disqualify an individual from participating in any activity. Such incidents will be handled on an individual basis and the decision of the principal shall be final.

No students may participate in any extra-curricular interscholastic, intramural, or recreational athletic activities unless they are carrying a class load, and are enrolled and attending Physical Education classes

or have already fulfilled their Physical Education requirement.

The use of controlled substances and/or alcoholic beverages at any time by any student athletes will result in disciplinary action set forth by the Parent/Student-Athlete Handbook. Theft or unauthorized use or removal of equipment or supplies, which are the property of the school district (or any group or organization authorized by the school district to conduct its activities on school premises or at school-sponsored events) may result in a suspension of up to five weeks of the students privileges to participate in any extra-curricular activities or sports. See Athletic Handbook in the appendix for details of this policy as it pertains specifically to athletics.

Athletic Eligibility

To participate in interscholastic athletics, students must meet the eligibility requirements of the Massachusetts Interscholastic Athletic Association (MIAA) and the eligibility requirements of Nashoba Regional High School. These requirements are:

- Students must have secured a passing grade and received full credit in four major courses (16 credits) from the previous quarter. To be eligible for the fall sports, a student must have passed and received full credits for four major courses from the previous academic year, meaning both passing grades for the fourth quarter of the previous year and passing grades for the year.
- Students must have a cumulative passing average in all courses during the quarter in which they are participating.
- An incomplete (INC) will be treated as an F and may not be counted toward eligibility until course work is made up pursuant to school policy.
- Students must have a valid physical (within 13 months to the day of the exam) on file in the Nurse's Office.
- Students must have a current Emergency Health Form on file in the Nurse's Office.
- Parents must notify coaches and school nurses of medical concerns/conditions and for providing written physician's orders to the school nurse and participating in the creation of an individualized health care plan.
- Parents are responsible for providing any emergency medications that the students may need during the athletic event.
- Transfer students are required to submit their official transcript for evaluation by both the Director of Guidance and the Principal. Students must transfer and be registered for classes before the start of the practice season to be eligible to participate on an interscholastic team during that sports season.
- Students must be no older than 18 years of age before September 1.

Tryouts

- **Fall Sports** - Tryouts may start as early as the second Thursday preceding Labor Day. Football conditioning will start the second Monday prior to Labor Day. Football Cheer tryouts may be held in June.

- **Winter Sports** - Tryouts will begin the Monday after Thanksgiving recess.
- **Spring Sports** - Tryouts start the third Monday in March.

Sport Uniforms

Nashoba loans team members a school uniform corresponding to the particular sport during the sport season. These uniforms are to be worn to all scheduled sporting events. Team members are responsible for washing and maintaining all uniforms and equipment. If a uniform is destroyed or damaged, the cost of a replacement uniform shall be assessed to the students. All uniforms must be turned in at the end of the sport season.

Student Council

The Student Council is a representative body that strives to make positive and significant contributions to the school and community. Its major goals are to represent and communicate the needs of the student body to the administration, and to work towards solutions to meeting those needs. It may make recommendations to the administration at any time, and has an opportunity twice a year to speak directly with the School Committee. Communication and strong enthusiasm for a better school are key factors for a successful Student Council at NRHS. The council may discuss any and all school issues. The Student Council encourages all students to take an active part in student life and to express themselves on school affairs and to take part in decisions affecting their school life. Students may volunteer to serve on the student council for a period of one school year.

All students are welcome to attend general student council meetings.

Passes/Bathroom Privileges

Students must have a pass to move about campus during the day. Students who wish to use the bathroom must complete the sign out sheet in the teacher's room and use the bathroom closest to the classroom. All students are encouraged to use the bathroom between classes, not during class time. Students should abide by each teacher's bathroom policy. Any students who do not respect the use of the pass could receive disciplinary action.

Public Displays of Affection

Students should not display excessively physical forms of affection on the school campus at any time during the school day or during an extracurricular activity. Excessively physical displays of affection could include, but are not limited to, kissing, hugging, lap sitting or other touching which could be construed as inappropriate for a school setting. Students will receive one warning to discontinue their actions; however, if the behavior persists or they become insubordinate, said students may be referred to the main office for disciplinary actions. Parental notification will be made in the event of a disciplinary referral.

Student Parking Application

All students who wish to bring a vehicle to school must park in the designated area on school property, pay the appropriate fee and conduct themselves according to the regulations for use.

- Parking tags will be sold on the announced dates in the Main Office. Seniors will be given priority for parking spaces followed by juniors. Depending on parking availability, spaces for juniors may be assigned by lottery.
- The fee to park for the year is determined by the Central Office (non refundable, pro-rated for students who get a tag after the start of the academic year).
- There are a limited number of daily passes that students can apply for in advance of the day they need it, depending on space availability. The cost of this pass is $1 a day. Students may only receive two daily passes per week.
- Students must fill out the appropriate application for parking.
- Students must hang the parking tag on the rearview mirror of their car.
- Cars without tags may be towed at the owner's expense.
- Students who have financial/disciplinary obligations from the previous year will not be given a tag until all of those obligations are satisfied.
- The school administration reserves the right to suspend or revoke parking privileges for unsafe driving, leaving school grounds without permission, excessive tardiness (more than five) or other disciplinary reasons.
- Students cannot sell or purchase parking tags from other students. Students who engage in either of these prohibited activities will permanently lose parking privileges. With administrator approval, students may be given permission to "share" a parking pass to make more efficient use of limited parking space.
- Students are to inform Main Office personnel immediately in writing if they drive a car to school other than the one registered on the parking sheet maintained by the Main Office.
- Students are not permitted to park in any location other than the students parking lot until after buses have been dismissed at the end of the school day. Students will receive disciplinary consequences, including loss of parking privileges for failure to abide by this rule.

Fee Waivers

Students eligible for free and reduced lunch are also eligible for full or partial fee waivers for standardized testing including SAT's, ACT's and AP exams. No students should feel excluded from a school related opportunity due to financial concerns. As such, the school provides a number of financial supports so <u>all</u> of our students have equal opportunities to the programs offered here. In these difficult and challenging economic times, more families are finding themselves in need of financial assistance. The Free and Reduced (F/R) Lunch program, administered anonymously through the PowerLunch system, offers students a quality, nutritious meal while in school. Furthermore, eligibility for F/R lunch is the criteria used for issuance of fee waivers for testing and college applications.

The Nashoba Guidance Department will waive the cost of the PSAT for eligible students and College Board and ACT issue fee waivers for taking the SAT or ACT college entrance exams. Eligible students must come to Guidance well in advance of test registration deadlines.

These same fee waivers will also waive application fees at four colleges. College application fees range from $10 to $100 each, and no students should need to limit their college options. Counselors can also provide a letter requesting a college waive the application fee, and these requests are traditionally honored by colleges. Students who have used their four College Board provided fee waivers should discuss this option with their guidance counselor.

Athletes in need of full or partial waivers for sports participation fees must also qualify for free or reduced lunch and should see the Athletic Director, Ms. Rich, for more information. In some circumstances Nashoba Administration may have provisions to assist qualifying students with class dues and other co-curricular fees, and students or parents should discuss this concern first with their guidance counselor.

Kaplan will grant partial or full tuition waivers for students with F/R lunch who wish to enroll in test prep classes with them, and it is likely that other test prep providers will follow suit.

VIII. SAFETY AND SECURITY

Our goal is to create a safe and secure building for students and staff that supports learning. NRHS has a safety committee that meets several times a year to plan our ALICE, evacuation, shelter in place and fire drills, which we conduct every year. We also have a Memorandum Of Agreement with Bolton Police and a School Resource Officer on site.

Assault and Battery

Assault means placing a person or persons in fear of risk of imminent harm or danger. An assault may be committed by physical or verbal means. Battery means an unconsented-touching by one person upon another. Battery includes, but is not limited to, hitting, kicking, spitting or touching another person with an object.

Students who commit an assault and/or battery upon another person on school premises or at a school sponsored event shall be subject to disciplinary sanctions, including expulsion. Refer to the Code of Conduct.

Theft

Any students caught stealing (regardless of the value of the stolen item) from other students or staff members on school premises or at a school-sponsored or related event or activity shall be subject to disciplinary sanctions, including expulsion. Administrators may also require students who have stolen items to make restitution to the victim if the stolen item cannot be returned in its original condition to

its rightful owner. The school may contact the local authorities as theft is a criminal activity. In addition, items valued over $250 may result in felony charges.

Vandalism

All students must show respect and care for Nashoba Regional School District property. Any damage to property should be reported to the Main Office or the appropriate teacher. Acts of vandalism are crimes against the school district and the communities which support the schools. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action and may be prosecuted to the fullest extent possible under MGL Ch. 266, Section 98: "Whoever willfully, intentionally and without right, or wantonly and without cause, destroys, defaces, mars or injures a schoolhouse, church or other building erected or used for purposes of education or religious instruction, or for the general diffusion of knowledge, or an outbuilding, fence, well or appurtenance of such schoolhouse, church or other building, or furniture, apparatus or other property belonging thereto or connected therewith, shall be punished by a fine of not more than one thousand dollars, or by imprisonment for not more than two years, or both."

If students damage school property, the students and/or their parents or guardian shall be required to pay the district for the replacement value of the damaged property and/or the costs incurred by the district in cleaning or repairing the property.

Weapons/Fireworks

No students shall have in their possession, on school premises, or at any school-sponsored or related event or activity any rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, or any object which is not necessary for school activities and which could be used as a weapon. A weapon includes any instrument capable of firing a projectile, the frame or receiver of any such weapon, a firearm or muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

Students who carry, transport, possess or use a weapon on school premises or at school-sponsored or related events or activities shall be subject to disciplinary sanctions, including expulsion.

Interrogations by Police

In situations where events occur outside of school that have a nexus to the school, law enforcement officials may wish to question students in an investigatory capacity during the school day or periods of extracurricular activities. In these situations, the Principal or their designee shall be present during the questioning. When students are under 18 years of age, law enforcement officials will not question students in an investigatory capacity unless a parent is present or parents have given their permission.

When students are 18 years of age or older, efforts will be made to contact the students parent or guardian so that the responsible adult may be notified of the situation and be invited to the location where the police interrogation occurs. In a situation in which an immediate threat to the safety of the school exists, police may be required to interact directly with students prior to being able to contact parents. If police custody and/or arrest is involved, the Principal will request that all procedural safeguards for the students, as prescribed by law, be observed by law enforcement officials. This policy

does not cover situations in which a police officer or School Resource Officer engages in non investigatory/accusatory conversations with students on the school campus or at extracurricular activities.

Search and Seizure

The right of inspection of student's school lockers and other school property is inherent in the authority granted to local School Committees and administrators. This authority may be exercised as needed in the interest of safeguarding students and staff, student's property and school property. Lockers are items of school property and students have no expectation of privacy regarding any materials placed or stored in school lockers. Also, students have no expectation of privacy in students' desks, laboratory equipment or school computers. Similarly, students' backpacks, purses and automobiles are privileged, not entitled personal items. As a result, random or scheduled searches of school and personal property, including periodic canine searches, may be conducted by school administrators at any time and any contraband items shall be confiscated. School administrators may also refer information relative to contraband items to law enforcement personnel. School administrators may also request assistance from law enforcement personnel in carrying out searches of lockers, students and student's property, including students motor vehicles, with the possible aid of canine units.

Searches by Staff

School administrators have the right to conduct a reasonable search of a student's person and/or personal belongings or motor vehicle whenever the school administrator has reasonable suspicion that the students have violated a school rule or are carrying or possessing contraband items, including, but not limited to, drugs, alcohol, or weapons.

Searches by school officials of students, automobiles or the student's property will be conducted in a way that protects each student's rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Security Cameras

A surveillance camera system has been installed to enhance the safety and security of students, staff and community members who visit the school, while diminishing the potential for personal and district loss or destruction of property. The cameras are installed in public areas only, including hallways, entrances and exits to the building and the cafeteria. The camera system will be in operation and regularly monitored by administration and office personnel throughout the year. Please be advised that recorded information will be made available to and used as necessary by school officials and/or law enforcement.

Bus Rules

Safety is a paramount consideration in school transportation. All school rules apply when students ride the bus and/or wait at the bus stop. In the event that students or a group of students fail to follow school rules or regulations as established by the school or bus contractor or fail to cooperate with the

bus driver, the driver will report such misbehavior in writing to the Bus Coordinator for disciplinary action. Any student who violates school or bus rules shall be subject to disciplinary sanctions, including permanent suspension of the student's bus riding privileges for the remainder of the school year and/or suspension or expulsion from school.

Seat Belt Policy

To promote driving safety and align with Massachusetts General Laws, students are required to wear safety seat belts when operating motor vehicles while entering or departing school grounds. Students will be given a warning for failure to abide by the policy/law but may face disciplinary actions for repeated offenses.

Visiting the School

Parents and other visitors are welcome and encouraged to visit the school during the course of the school year. Potential visitors to NRHS are asked to contact a member of the NRHS administration at least 48 hours prior to the visit to request permission to visit the school.

All visitors must report to the Main Office, sign in, and be issued a visitor's pass; the visitor's pass must be displayed at all times during the visit. The pass must be returned to the Main Office and the visitor must sign out at the end of the visit.

Students wishing to bring a guest to school must first obtain the *"Students Visitor Form"* and prior permission from the Principal or Assistant Principal in addition to the parent or guardian of the guest at least two days prior to the anticipated visit. Guests will ordinarily be limited to (i) relatives who for some reason might be houseguests for an extended period of time who may visit for one day, or (ii) persons who have legitimate business within the school.

Students who wish to have a guest accompany them to classes must receive written approval from each teacher prior to seeking approval from the administration. All visitors must comply with the rules of the school. Failure by guests to abide by school rules will result in the guest being instructed to leave the school immediately. Alumni and/or former students may only visit the school after the school day has ended.

Safety Drills

Fire drills are required by state law and the policy of the School Committee. Specific directions for exiting the school building in the event of a fire or fire drill are posted in each room. All persons shall exit quickly, quietly, and in an orderly manner. The first students arriving at the outside doors should hold the doors open for the rest of the staff and student body. Any student who communicates or pulls a false fire alarm may receive disciplinary sanctions, including expulsion. The school also regularly conducts additional safety drills, such as lockdown drills and evacuation drills. Staff and students are provided with information each year about the proper procedures for safety drills, and all students are expected to comply with procedures and teacher directions during drills.

Health and Wellness

School Nurse

The school nurse is available during school hours to care for students who may become ill or injured while at school. The nurse's phone number at Nashoba Regional High School is 978.779.2257 X 3112 and 3120.

Nashoba Regional School District Health and Wellness Policy

It is the policy of the Nashoba Regional School District to promote actions that create a healthy and safe environment for all students, faculty, staff and citizens. The school district is committed to taking the necessary precautions that will enable all users of our schools to learn, teach, and visit in our schools. It is our goal to promote the students' physical, emotional, and social well-being through a coordinated school health program. This includes providing a healthy environment, school nurse services, nutritious school meals, health education and opportunities for physical activity. It is the intent of this policy to enable students to become independent and self-directed learners by taking initiative to meet their own health and nutritional needs as developmentally appropriate.

Furthermore, it is our expectation that specific actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines reflect student development as children advance from the primary grades through secondary school.

When to Keep Your Child Home from School

- If your child is unable to participate fully in school activities because of illness
- When your child has a contagious condition or a rash with an unknown cause
- When your child has had a fever of 100°F or more within the last 24 hours when not taking fever-reducing medications
- If your child has had vomiting or diarrhea within the last 24 hours or is unable to eat normally
- If your child has been diagnosed with strep throat and has not been taking antibiotic medication or at least 24 hours
- If your child requires medication for fever or ongoing pain relief
- If your child has red/pink eyes with drainage
- If your child has chicken pox, he or she must stay home until all lesions have scabbed over
- If your child has active head lice he or she must be treated and be seen by the school nurse prior to returning to school

Please contact the school nurse when:

- Your child's health status has changed

- Your child has had a recent serious illness, injury, surgery or hospitalization
- Your child has been diagnosed with a contagious condition such as: strep throat, chicken pox, whooping cough, head lice, scabies, flu, Coxsackie virus
- Your child will be late to school or absent
- Your child cannot participate fully in Physical Education or recess
- There are family changes or other concerns that may affect your child in school

Immunizations

The Commonwealth of Massachusetts specifies minimum immunization requirements for enrollment in school which are in accordance with CDC recommendations. These regulations (105 CMR 200.000) are revised periodically to incorporate any changes or updates in the requirements. The law and regulations provide for exclusion of students from school if immunizations are not up to date. In accordance with this, Nashoba Regional School District has established a policy (JLCB) that restricts students from starting school as a new or transfer student, unless the school has received a copy of the student's immunizations record and all of the requirements are met.

Please click on the link to view Immunization Requirements for School Entry The state regulations do permit for medical or religious exemptions for vaccine administration (MGL c. 76 §§15, 15C, 15D; 105 CMR 220)

https://www.mass.gov/doc/vaccine-preventable-disease-exclusion-guidelines-in school-settings
It is important to note, in situations when one or more cases of a vaccine preventable or any other communicable disease are present in a school, all students whose immunizations are not up-to-date, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements (105 CMR 300.000).

Physical Examination

All students must receive a general physical examination from their Primary Care Physician upon entering preschool and/or kindergarten, and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be provided to the school nurse for the student's school health record.

Every student seeking to participate in competitive sports on a school athletic team must have a current physical examination (within the previous 13 months) on file in the student's health record prior to any tryouts, practices, or contests. This is required by M.G.L. c.71, s.57, and 105 CMR 200.00, as well as the Massachusetts Interscholastic Athletic Association (MIAA). In accordance with MIAA guidelines, no extensions or waivers for physical exams will be accepted.

Medication Administration

Prescription medications may not be accepted or administered by the School Nurse unless it is accompanied by a physician's order and permission from a parent/guardian. Prescription medications are to be kept in the original pharmacy container with the following label: student name and prescribing doctor, date prescribed, medication time and method of administration. The School Nurse is allowed to

give over-the-counter medications including Acetaminophen (Tylenol), Ibuprofen (Motrin), Tums and Benadryl with parent permission as the District's School Physician has written a standing order for these medications. Any other over-the-counter medications that a child needs to receive during the school day, must be accompanied by an order from the physician, be in the original packaging and delivered to the school nurse by the parent.

Self-Administration is limited to inhalers, epi-pens, enzymes and diabetes monitoring and supplies ONLY and will be determined on an individual basis by the school nurse after written orders are obtained. Students may not transport or store any medications with the exception of the above-named medications with permission. Refer to Medication Administration Policy.

Health Screenings

Health screenings: including vision, hearing, postural, growth, and SBIRT (Screening, Brief Intervention and Referral for Treatment) screening will be done for students based on M.G. L. Chapter 71, Section 57 and 105 CMR 200.00. Parents/guardians will be notified if screening procedures identify possible problems and referred to their own physician or specialist for follow-up evaluation and treatment. Parents have the right to opt out their child from any screening by contacting the school nurse in writing.

Food and Instruction

The following protocols regarding food and instruction are being highlighted from the Health and Wellness Policy for your information:

- We work closely with the health office and our school nurses to support students with food allergies to ensure a safe environment. The cafeteria has food allergy-aware tables, staff are provided information about students in their classes who have allergies and all staff are Epipen trained every year.
- When food is the focus of the curriculum activity and its presence is central to the understanding of the concepts, themes, or objectives, it is incumbent on the teacher to inform the parents and to make an alternative plan as necessary. The curriculum activity should be planned so that all students can participate.
- Teachers may plan celebrations in which food is consumed; however, each student is responsible for bringing his/her own food to the event. If held in the classroom, teachers are responsible for ensuring tables and chairs are cleaned and that students wash their hands. Such events must be communicated in advance to all parents, and approved by administration and school nurses.

Handicapped Accessibility

Each building in the district is handicap accessible. Gender neutral and handicap accessible bathrooms are available in the Health Office of each school.

For additional information on Nashoba Regional School District Health Services, please refer to the website https://www.nrsd.net/Departments/health_services

IX. SCHOOL CLIMATE

Notice of Non-Discrimination

It is the goal of the District to promote schools and workplaces that are free of unlawful discrimination and harassment of any type, that is based upon a characteristic protected by law, such as sex, gender identity, race, color, national origin, ancestry, religion, age, disability status, genetics, military status, homeless status, sexual orientation, or participation in discrimination complaint-related activities (retaliation). NRSD will not tolerate harassing conduct that affects employment conditions or that interferes unreasonably with an individual's performance, or that creates an intimidating, hostile, or offensive environment.

Promotional, Recruitment, and Employment Practices

Employers recruiting at the high school or any other school are required to sign a statement verifying they do not discriminate in their hiring or their employment practices.

M.G.L c.76 s. 5, Title IX Policy, and Chapter 622: Anti-Discrimination Law

It is the policy of Nashoba Regional High School not discriminate on the basis of sex, gender identity, race, color, national origin, ancestry, religion, age, disability status, genetics, military status, homeless status, sexual orientation, in educational programs, activities, or employment.

Inquiries regarding compliance may be directed to the Title IX coordinators at NRHS. Please contact the Principal for the names and telephone numbers of the NRHS Title IX Coordinators.

Under Chapter 622 of the General Laws, Acts of 1971 and Education Amendments of 1972, referred to as "An Act to Prohibit Discrimination in the Public Schools, All students regardless of race, color, sex, gender identity, national origin, sexual orientation, disability status, homeless status, or veteran status have equal access to the general education program and the full range of any occupational/vocational education programs offered by the District.

Title IX Coordinator
Human Resource Director
NASHOBA REGIONAL SCHOOL DISTRICT
50 Mechanic Street
Bolton, Massachusetts 01740
Tel: (978) 779-0539
Fax: (978) 779-6812

Building Coordinator, Title IX
Nashoba Regional High School, Bolton
Principal 978-779-2257
Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J. W. McCormack Post Office and Courthouse, Room 70101-0061, Boston, MA 02109-4557.

Title VI Coordinator
The Civil Rights Act of 1964
Human Resource Director
Emerson School Building 978-779-0539

Section 504 Coordinator
Non-Discrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance
Nashoba Regional High School, Bolton
Principal 978-779-2257
Director of Pupil Services
Emerson Building 978-779-0539
Nurse Director (health related)
Emerson Building (978) 779-0539

Grievance Procedures for Filing, Processing, and Resolving Alleged Discrimination Complaints

Procedural Requirements Title VI, Title IX, Section 504, ADA (Students, Applicants, Employees)

I. Definitions:
   A. *Discrimination Complaint* - A written complaint alleging any policy, procedure or practice that discriminates on the basis of race, color, national origin, sex, gender identity, disability status, homeless status, or veteran status.
   B. *Student Grievant* - Students of the Nashoba Regional School District who submit a complaint alleging discrimination based on race, color, national origin, sex, gender identity, disability status, homeless status or veteran status.
   C. *Employee Grievant* - An employee of the Nashoba Regional School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, gender identity, age, disability status, homeless status, or veteran status.
   D. *Applicant Grievant (under ADA)* - An applicant for employment of the Nashoba Regional School District or applicant for admission to postsecondary education who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, gender identity, age, disability status, homeless status, or veteran status.
   E. *Title VI (if applicable), Title IX, Section 504, and ADA Coordinator* - The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and other state and federal laws addressing equal educational opportunity. The compliance coordinator is responsible for processing complaints and services as

moderator and recorder during hearings.

F. *Respondent* - The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.

G. *Day* - Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

II. Pre-Filing Procedures

A. Prior to the filing of a written complaint, the students or employee are encouraged to visit with the Compliance Coordinator and reasonable effort should be made to resolve the problem or complaint.

III. Filing and Processing Discrimination Complaints

A. Grievant submits a written complaint to the compliance coordinator stating name, nature, and date of alleged violation; names of persons responsible (where known); and requested action. Complaint(s) must be submitted within 30 days of alleged violation. Complaint forms are available in the school office

B. Compliance Coordinator notifies respondent within 10 days and asks respondent to:

1. Confirm or deny facts;
2. Indicate acceptance or rejection of students, employee's, or applicant's requested action; or
3. Outline alternatives.

C. Respondent submits an answer within 10 days to the Compliance Coordinator.

D. Within 10 days after receiving respondent's answer, the Compliance Coordinator refers the written complaint and respondent's answer to the Principal. The Compliance Coordinator also schedules a hearing with the grievant, the respondent, and the Principal.

E. The Compliance Coordinator conducts the hearing.

F. The Compliance Coordinator issues within 10 days after the hearing a written decision to the students, employee, or applicant, and the compliance coordinator.

G. If the grievant or respondent is not satisfied with the decision, they must notify the Compliance Coordinator within 10 days and request a hearing with the superintendent.

H. Compliance Coordinator schedules, within 10 days of request, a hearing with the grievant, respondent, and superintendent.

I. The Superintendent conducts a hearing.

J. The Superintendent issues a decision within 10 days following the hearing.

K. If the grievant or respondent is not satisfied with the decision, they must notify the Compliance Coordinator within 10 days and request a hearing.

L. The Compliance Coordinator notifies the Principal within 10 days after receiving the request. Compliance coordinator schedules a hearing with the governing board. Hearing is to be conducted within 30 days from the date of notification to the Compliance Coordinator.

M. The Compliance Coordinator conducts hearings.

N. The Compliance Coordinator issues a final written decision within 10 days after the hearing regarding the validity of the grievance and any action to be taken.

IV. General Provisions

A. Extension of time: Any time limits set by those procedures may be extended by mutual consent of parties involved. The total number of days from date that complaint is filed until complaint is resolved shall be no more than 180 days.

B. Access to regulations: The Nashoba Regional School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, gender, gender identity, age, disability status, homeless status, or veteran status upon request.
C. Confidentiality of records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel file. Complaint records shall be maintained on file for three years after complaint resolution.

Bullying/Harassment

Positive Climate Plan

Nashoba Regional School District is committed to providing a learning and working atmosphere for students, employees and visitors free from bullying/harassment (sexual harassment, cyber-bullying, hazing and intimidation). Such action may occur on the basis of age, color, disability, sex, gender identity, national origin, race, religion, sexual orientation or for any other reason.

It is a violation for any employee, students, or visitor to engage in or condone bullying/harassment in school or at school related functions, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying/harassment.

The school will take remedial and/or disciplinary action when such bullying/harassment occurs in or out of school, but has a nexus to school, or is disruptive to an employee's or students work or participation in school related activities. This includes reports of bullying/harassment, verbal, physical, electronic or in any other form.

Parents and guardians of students alleged to have engaged in bullying/harassment (verbal, physical or electronic) will be invited to attend a meeting at which the activity, words, or images connected to the complaint will be reviewed. Students disciplined for bullying/harassment will not be readmitted to the regular school program until parents or guardians have come into the school to discuss the circumstances of the event(s).

It is the responsibility of every employee, parent, and students to recognize acts of bullying/harassment and to take every action necessary to see that necessary protocols and procedures are followed. An employee, parent or students who believe they have been the target of bullying/harassment has the right to file a complaint and receive a prompt, confidential response in accordance with district protocol and policy. In some cases, in order to proceed, outside agencies may be contacted and involved so information relating to the complaint may be released.

Bullying Prevention and Intervention Plan Legal Definitions

As defined in M.G.L. c. 71, § 37O ''Bullying'', the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

(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

materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyberbullying:

Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O defines ''Cyber-bullying'', bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include

- the creation of a web page or blog in which the creator assumes the identity of another person or
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Harassment: Unwelcome verbal, written or physical conduct targeting a specific person(s) which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

- ➢ After a pattern of 3 instances has been established you may press criminal charges against the offender under this statute.

Discriminatory Harassment/Civil Rights Violations: Involve any acts directed at a target that cause emotional or physical harm, due to a person's protected category under constitutional or statutory rights.

Sexual Harassment: Unwanted or unwelcome behavior of a sexual nature. Can be verbal, visual, or physical. This can be a ONE TIME BEHAVIOR!

Gender based harassment can take many forms. If you are denied the right to participate in an activity or access a program, because of your gender (gender identity is included) this is considered sexual harassment.

Gender identity is one's own internal sense of self and their gender, whether that is man, woman, neither or both. Unlike gender expression, gender identity is not outwardly visible to others.

Gender expression is how a person presents gender outwardly, through behavior, clothing, voice or other perceived characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine or feminine changes over time and varies by culture.

Transgender, or simply **trans,** is an adjective used to describe someone whose gender identity differs from the sex assigned at birth. A transgender man, for example, is someone who was listed as female at birth but whose gender identity is male.

Criminal Stalking and harassment: Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and makes a threat with the intent to place the person in imminent fear of death or bodily injury, shall be guilty of the crime of stalking and shall be punished by imprisonment in the state prison for not more than 5 years or by a fine of not more than $1,000, or imprisonment in the house of correction for not more than 21/2 years or by both such fine and imprisonment.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents, guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. NRSD staff members are required to report promptly to the Principal/Assistant Principal, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make reporting resources available to the school community including, but not limited to, an Incident Reporting Form and an anonymous online reporting system. The online reporting system will be developed and implemented in a safe and confidential manner with the support of the Network Manager.

A. Reporting

The Nashoba Regional School District expects staff, students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal/Assistant Principal. All staff members are required to report any bullying or harassment incident they see or learn about. Other reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age- appropriate ways to report and discuss an incident of bullying with a staff member.

B. Safety

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

The Principal/Assistant Principal will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation including, but not limited to, the above stated accommodations.

C. Obligations to Notify Others

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal/Assistant Principal will notify the parents or guardians of the target and the aggressor within twenty-four hours, and of the procedures for responding to it. There may be circumstances in which the Principal/Assistant Principal contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to another school or district: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school; the Principal/Assistant Principal first informed of the incident will promptly notify by telephone the Principal/Assistant Principal of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

D. Investigation

The Principal/Assistant Principal will investigate promptly all reports of bullying or retaliation and, in doing so; will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal/Assistant Principal may, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal/Assistant Principal/ Dean will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal/Assistant Principal/ Dean, other staff members as determined by the Principal/Assistant Principal/ Dean, and in consultation with the school counselor, as appropriate. The Principal/Assistant Principal/ Dean will maintain confidentiality during the investigative process. The Principal/Assistant Principal/Dean will maintain a written record of the investigation. If necessary, the Principal/Assistant Principal/ Dean will consult with legal counsel about the investigation after consultation with the Superintendent.

E. Determinations

The Principal/Assistant Principal will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal/Assistant Principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in any school activities. The Principal/Assistant Principal will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The Principal/Assistant Principal will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if evidence of bullying or retaliation is found, what actions will be taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal/Assistant Principal cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Taking disciplinary action: If the Principal/Assistant Principal decides that consequences are appropriate, the disciplinary action will be determined on the basis of facts found by the Principal/Assistant Principal, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA).

If the Principal/Assistant Principal determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting safety for the target and others: The Principal/Assistant Principal will consider what adjustments, if any, are needed in the school environment to help ensure the target's safety and that of others. The Principal/Assistant Principal may increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal/Assistant Principal will work with appropriate school staff to implement them immediately.

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

F. Disciplinary Actions

School administrators and staff may use their professional discretion in administering disciplinary consequences to students, taking into consideration the nature of the offense, the impact of the student's inappropriate behavior upon the general welfare of the school, and the student's prior history of misconduct. The following actions may be used by the administration and staff in responding to disciplinary problems.

Written notification to parent; reprimand; written apology; detention; suspension from transportation, athletic participation, social or extracurricular activities/organizations, or other privileges; community service; removal from class; involuntary transfer; environmental cleanup; directed study placement; external/in-school suspension; expulsion; notification of police; referral to counseling/School Psychologist and drug/psychological evaluation.

Hazing

General Law - Part IV, Title I, Chapter 269, Section 17 (malegislature.gov) The term "hazing" means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any students or other

person. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical or mental health or safety of any such students or other person. Consent shall not be available as a defense to any prosecution under this action.

All students, group, team, or organization shall receive a copy of this policy for distribution to each of its members or applicants for membership. It shall be the duty of the coach or designated officer of any group, team, or organization to distribute and explain the hazing policy to each member of said group, team, or organization.

Consequence

Organizers or participants in hazing shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both. Failure to report such crime shall be punished by a fine of not more than one thousand dollars. Suspension or expulsion may be imposed at the discretion of the administrator adjudicating the case. Student offenders may be removed from any athletic team or extra-curricular school activity. NRHS administrators may also notify law enforcement personnel of the violation for possible criminal prosecution.

X. DRUG FREE SCHOOLS

Alcohol and Drug Abuse Policy

The following additional regulations have been established to help assure the welfare of individual students as well as the general welfare of the school population. Students or parents seeking guidance on a drug/alcohol problem from any school administrator, counselor, teacher or other staff person shall be provided with such guidance without disciplinary action provided the students are not observed on school premises or at a school-related function under the influence, selling, possessing, and**/**or using alcohol or drugs (for example, if a parent speaks with a guidance counselor about their child's substance abuse outside of school, this would not result in disciplinary consequences at school).

The transportation, use, possession, distribution (the act of giving or selling any such substances to another) and/or sale of alcohol, drugs, or drug paraphernalia (including look-alike drugs/substances) on school property, or at any school activity is strictly prohibited. A school activity is defined as any activity that has at least one of the following characteristics associated with it:

- A parental permission slip
- Sponsored by a student organization or club
- An event or athletic activity supervised by coaches, teachers or school administrators

- Transportation to the event is provided by the school
- The student activity fund is utilized in some manner to pay for the activity.

Disciplinary actions, up to and including expulsion, shall be imposed for the following infractions of the alcohol and drug abuse policy:

- Transportation, possession, use and/or being impaired by alcohol or drugs (typically carrying an out-of-school suspension of at least five days); and/or
- Selling or distribution of drugs, alcohol, or look-alike substances (typically resulting in a long-term suspension or expulsion).

Any students who have consumed or used alcohol or drugs before or during school, a school-sponsored function or extra-curricular activity (including but not limited to dances, the prom, banquets, athletic contests, drama and musical productions, awards programs) may be barred from any school-sponsored function or extra-curricular activity for a specific period of time as determined by the Principal. At extracurricular events, the Principal or their designee may request that students perform a *Breathalyzer* examination or submit to a sobriety evaluation by a school nurse to determine impairment. NRHS athletes are also bound by the rules and regulations set forth in the Athletic Handbook.

Whenever students are suspended or expelled for drug/alcohol-related acts, the school administration shall conduct a conference with the students and their parent or guardian prior to reinstatement of the students. In the event of several violations, school administration may offer to defer a disciplinary action or a portion of an action if the students agree to substance abuse evaluation. Such agreement requires full compliance with evaluation protocol, signing a consent form to release information, compliance with evaluation recommendations for treatment, and disclosure of such recommendations to the school.

Staff Responsibilities

In the event that Administrators have *reasonable suspicion* or are *reasonably convinced* that students are impaired by drugs or alcohol on school premises or at a school-related event, or that students are using, possessing, transporting, distributing, or selling alcohol, drugs, suspected drug materials (includes look-alike drugs/substances), drug paraphernalia and/or devices, the Principal and/or designee may:

- Contact the nurse and require the students to perform a *Breathalyzer* examination to determine impairment, or submit to a field sobriety test.
- With the advice of the school nurse, decide whether the students should remain in school, be taken for emergency medical treatment or evaluation, or be released to the parent or guardian.
- Contact the student's parent/guardian
- Search the students, the student's belongings, the student's vehicle and/or the student's locker.
- Notify law enforcement personnel.
- Ask police to identify any suspected materials.
- Make a referral to the student's guidance counselor.

If students use, possesses, transports, distributes, or sells alcohol, drugs, suspected drug materials

(including look-alike drugs/substances), drug paraphernalia and/or devices, or is determined to be impaired by drugs or alcohol on school premises or at a school-related event, school Administrators shall:

- Notify the students' parents or guardians.
- Contact law enforcement personnel (if necessary).
- Ask police to identify any suspected materials (if necessary).
- Take any other action deemed appropriate to maintain the safety and order of the school environment.

Athletic and Extracurricular Chemical Health Policy

Participation in athletics and extracurricular activities is a privilege, and we hold high expectations for our athletes and activity participants; one of those expectations includes an alcohol- and substance-free lifestyle. To that end, any student athletes or activity members who, at any time, either on or off campus, uses, consumes, possesses, buys/sells, or gives away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance, will be penalized with consequences that may include the loss of participation in athletic and/or extracurricular events, the loss of leadership positions or opportunities, and the loss of certain recognition opportunities. Student athletes or activity members who commit these offenses on school grounds will additionally face serious school-related consequences, as detailed in this handbook.

The investigatory process for suspected transportation, use, possession, distribution, and/or sale of alcohol, drugs, or drug paraphernalia that occurs on school property or at school-sponsored activities is detailed within this handbook. Upon receiving or encountering credible evidence that a possible violation of any of the stated provisions has or may have taken place off-campus, the administration will investigate and take disciplinary action where sufficient evidence is available.

First Violation Minimum Penalties

When the Principal confirms, following an opportunity for the students to be heard, that student athletes have violated the chemical health policy, the students shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the students, penalties will be determined by the current or next season of participation. In addition, the students may be removed from or lose the ability to hold leadership positions in the school, and may lose opportunities for recognition. For students involved in extracurricular clubs or activities, the adviser will take steps that mirror, as closely as possible, the above standard.

Second and Subsequent Violation Minimum Penalties

When the Principal confirms, following an opportunity for the students to be heard, that a subsequent violation of the chemical health policy has occurred for a student athlete, the students shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in

that sport. For the students, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season. In addition, the students may be removed from or lose the ability to hold leadership positions in the school, and may lose opportunities for recognition. Extracurricular advisors will take steps that mirror, as closely, as possible, the above standard.

Nothing in this policy prevents a principal, coach, or extracurricular adviser from taking additional steps, up to and including permanent removal from a team, club, or activity, based on school policies or team/activity/club expectations.

Smoking/Vaping

The Massachusetts Education Reform Act of 1993, Ch. 71, Sec. 37H prohibits the *use* of any tobacco or look-alike tobacco products in school, on school grounds, on school buses, in school facilities or at school-sponsored events. In addition, NRHS also prohibits the possession or use of any smoking or vaping products (i.e. e-cigarettes, hookah pens), or other tobacco products in school, on school grounds, on school buses, or in school facilities.

NRHS is committed to having a smoke free/tobacco free environment for its students, faculty and guests. Smoking is a serious threat to both smokers and non-smokers and will not be tolerated. The following disciplinary sanctions are consistent with the law against smoking. Members of athletic teams are also subject to the regulations of the Athletic Department and the MIAA.

1st Offense	Verbal/Written Notification	2 detentions	$25 Fee
2nd Offense	Verbal/Written Notification	Full day In-School Suspension	$50 Fee
3rd Offense	Verbal/Written Notification	Full day Out of School Suspension	$100 Fee

XI. TECHNOLOGY

Bring Your Own Device

We live in a world in which technology allows ongoing access to information and educational opportunities, and in which personal technology devices can enhance and expand learning opportunities. For this reason, students at Nashoba are allowed to bring personal electronic devices to

school and access the school's wireless network using those devices. Students must use their own personal login information to access the network, and they must comply with the district's Acceptable Use Policy while using personal electronic devices on campus. Students use of personal electronic devices in classrooms is solely at the discretion of the classroom teacher; students failing to comply with teacher directions around the use of electronic devices will have those devices confiscated. Students should ensure that they take steps to secure personal electronic devices during the school day; while school administration will take steps to support students in recovering lost or stolen property, the school is not responsible for personal devices that are lost or stolen on campus.

Chromebooks (1:1)

All NRHS students are to be issued a district-owned Chromebook. Chromebooks are intended to be an educational support tool that can enhance and expand educational opportunities inside and outside the classroom.

Students will be responsible for their Chromebook, case, power cord, and any other equipment issued with the Chromebook until the end of the 12th Grade. Failure to turn in a Chromebook at the end of the 12th grade will result in the parent / guardian being charged the full replacement cost. Students are responsible for the general care of the Chromebook they have been issued by the District.

Chromebooks that fail to work properly must be taken to the Media Center as soon as possible, where students will complete a Students Help Desk form. The District will make every effort to provide the students with a loaner device during the repair process. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

Students are expected to bring their fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher.

Students should use their Chromebooks at home and other locations outside of school for learning purposes only. A Wi-Fi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. Students are bound by the Nashoba Regional School District Internet Policy: Use of Networked Information Resources and all other guidelines in this document wherever they use their Chromebooks. Inappropriate use of the Chromebooks may result in disciplinary action. The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks have their internet connections filtered when on site in the Nashoba Regional Public School District. When using the Chromebooks outside of the Nashoba Regional Public School District, it is the responsibility of parents / guardians to closely monitor and supervise their child's use of the Internet and media.

For complete district procedures, guidelines and a Parent Consent Form regarding 1:1 Chromebook Use, please go to The Nashoba Regional School District Website > District > Technology > 1:1 Chromebook Initiative. https://sites.google.com/a/nrsd.net/1-1-chromebook-inititiative/guidelines

The Parent Consent Form must be signed before a Chromebook is issued to students.

Personal Electronic Devices

Personal electronic devices have the potential to cause significant disruptions to the learning environment. Like valuables, these items should be left at home.

Use of electronic devices is a privilege, not a right. Students may use cell phones and musical devices during study and at lunch. Electronic devices of any nature (cell phones, laptops, tablets, etc.) may only be used for academic purposes in the Media Center (students are allowed to listen to music through cell phones in the media center, but only with student-provided headphones and at a volume such that no one else is able to hear the music). Students may not use cell phones in the hall to make phone calls; students are allowed to use cell phones for non-disruptive purposes (e.g., texting) in the hall during passing times, but not in such a way that causes disruption or that causes the students to be late to class or study. Students are not allowed to use cell phones or other electronic devices in classes unless given specific permission by the teacher. Cell phones and/or musical devices used in ways not allowed by school policy will be confiscated ***as is*** and turned into the main office. Students may pick up the item at the end of the school day; however, their use may result in disciplinary consequences. Multiple offenses will require parent/guardian retrieval of the item, and students demonstrating a pattern of inappropriate cell phone usage will be required to turn in their cell phones at the front office each morning.

Laser pointers and digital recording devices are not allowed for use during the normal school hours unless specifically approved by an administrator for academic use. Students may not have digital recording devices on or in view at any time during the school day unless specifically approved by an administrator. Students may not use a digital device to record or take pictures of faculty members or students unless said faculty members or students have granted permission.

The school is not responsible for valuables that are damaged, lost, or stolen.

XII. CODE OF CONDUCT

The purpose of the Nashoba Regional High School Behavioral Code is to maintain a safe and disruption-free learning environment, to dissuade students from acting in unsafe or disruptive ways, and to encourage students to modify their future behavior after acting in unsafe or disruptive ways. At all times, all students and staff members are expected to exhibit Nashoba's Core Values by demonstrating integrity, communicating respectfully and effectively, working to achieve at high levels, relating to others with tolerance and empathy, and engaging with each other in positive and productive ways.

Nashoba's approach to discipline is restorative in nature, engaging students in discussions and conferences that guide them to reflect upon their actions and impacts on others as a means to foster learning and build relationships. These conferences will be included in any disciplinary consequences.

This code applies to the behavior of all students while they are on school grounds, in school buildings, and/or attending or participating in school sponsored activities or events. Students violating the disciplinary code may receive disciplinary consequences up to and including suspension or expulsion. As a general rule, the severity of disciplinary consequences will be proportionate to the severity of the offense. Nashoba Regional School district has a responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion. The following table provides a general guide to the enforcement of disciplinary consequences, but the table is meant to be illustrative and not definitive: school administrators reserve the right to adjust the disciplinary sanctions to be imposed upon students if extenuating, aggravated, or mitigating circumstances exist.

Nature of the offense	**Typical range of consequences**	**Behavior examples**
Minimally disruptive to others and/or minimally unsafe	Warning, conference with student, teacher or administrative detention, parent conference, in-school suspension for patterns of repeated behavior, community service	Tardy to class, dress code violation, out of class without a pass, talking on cell phone in the hall
Somewhat disruptive to others and/or somewhat unsafe	Conference with student, teacher or administrative detention, parent conference, in-school suspension for one or more days, community service	Skipping class, disruptive in class, failure to serve assigned consequences, inappropriate language (e.g., profanity)

Disruptive to others and/or unsafe	Conference with student and parent, In school suspension, external suspension, removal from sports team/club/activity	Repeated classroom disruption, verbally aggressive language, failure to follow safety instructions given by staff, non-credible threats, isolated bullying/ harassing behavior, vandalism, smoking on school campus
Highly disruptive to others and/or highly unsafe	Conference with student and parent, external suspension, possible expulsion	Fighting/physical aggression, under the influence, possession and/or distribution or sale of illegal substances, credible threats, patterns of bullying/harassing behavior, patterns of verbally aggressive language or behavior, possession of a weapon

Classroom Behavior

All students are expected to be present and on time to class every day, to bring learning materials, to show respect for other people and their property, and to be prepared to participate.

The teacher in each class establishes and distributes policies and expectations that assure the desired atmosphere, one that is conducive to learning while meeting the needs of the entire class and the individual students. Teachers' expectations will be presented at the beginning of the year or the class. Those who disrupt a class will be given an opportunity to resolve the matter with the teacher.

If the students continue to demonstrate inappropriate behavior, teachers may contact the student's parent or guardian to make them aware of the problem and how the teacher is attempting to address it; the teacher may assign a teacher detention for the infraction; if problems persists, the teacher will notify the office; if student's misbehavior continues, the student's will be referred to the office; chronic inappropriate behavior may lead to permanent removal from class.

Removal From Class

Students cannot be permanently removed from a class without due process. However, if students are posing a threat to themself or others, they may be removed immediately from the class and referred to an administrator for appropriate action, including disciplinary sanctions. If students are sent out of class for disruptive or inappropriate behavior, the teacher will notify the office immediately and follow up with an administrator as soon as possible to work on a resolution of the issue.

Behavioral/Attendance Contract

Any students with chronic discipline/attendance problems may be placed on a behavioral/attendance contract by administrators. The terms and conditions of the contract will be communicated to the student and their parent or guardian. The student and parents will be provided with a copy of the signed contract. A behavioral/attendance contract does not need to be signed by a parent or guardian to be in effect. If a student is alleged to have violated their behavioral contract, a hearing with the Principal or an administrator shall be scheduled to determine whether the violation occurred and the disciplinary consequences, if any, which should be imposed. The student's counselor and parent/guardian may also be invited to attend that hearing.

Corridor Behavior/Etiquette

Students are expected to behave in a safe, non-disruptive, and respectful manner at all times while in school corridors. Students may not listen to music at a volume that others could hear, or use electronic devices in a way that might be disruptive or unsafe. Food and drink can be consumed in the corridor and students should dispose of waste appropriately. In addition, students will not use inappropriate language or yell while moving through the corridors. Finally, students are not to linger, loiter, or block the pathways of others when in the corridors during or between periods. Students who are loitering in the hall will move when instructed by faculty/staff, and will do so in a respectful manner, or will face disciplinary actions otherwise. Students must have a valid teacher assigned pass or their signed agenda if they are in the corridors during class time. Students may be referred to the main office for disciplinary actions for failure to abide by the policy.

Dangerous and Disruptive Behavior

Any students who commit an act that is deemed to be dangerous to the safety and welfare of other individuals on school property or at a school sponsored activity shall be subject to disciplinary sanctions, including expulsion. Students exhibiting behavior out of school that nevertheless has a nexus to the school and could create an unsafe environment, or lead to the disruption of the school environment, may be subject to disciplinary sanctions. Any students using profanity directed at a staff member, or engaging in verbally aggressive language towards other students or towards a staff member, will be sent immediately to an administrator and will face significant disciplinary consequences.

Detention

Students who violate the “Student Behavioral Code” may be assigned a detention by either the teacher or administration. Administrative detention is held after school for one hour at set times and on set days; teachers may define the parameters of detention that they assign, so long as the detention does not last longer than one hour. District policy requires that students and parents be given 24 hour notice prior to students being detained after school hours. Students are expected to make appropriate arrangements to serve detentions within 48 hours.

Administrative detentions and disciplinary sanctions

If students fail to abide by a teacher’s attempts to modify inappropriate behavior or fails to comply with the student’s disciplinary code, members of the administration may impose disciplinary sanctions, including administrative detentions, for the students inappropriate behavior. Consequences for failure to report to detention are serious and are considered to be defiance of school authority. Students who fail to serve administrative detentions in a timely fashion may receive In-School detention and, where needed, in-school suspension.

Students are expected to be prompt to detention, and they should arrive with school related materials or other learning materials. Students are to remain quiet and reflective during detention. The detention monitor may at any time request that students be removed from or leave detention hall if the behavior of the students are deemed inappropriate or if the students are late to detention. The detention will not count and the students may receive further disciplinary sanctions. *Students may be required to fulfill their detentions by performing community service to the school. This can be done by working with the custodial or secretarial staff, by participating in the Community Service Club, or by completing administration-approved community service outside of school. Administrators may also assign In-School detention in some circumstances.*

Extra-curricular activities and non-academic student privileges (student parking, campus study) may also be rescinded at the discretion of the Administration for students who violate the school’s disciplinary code. It is the belief of the school district that detentions supersede extra-curricular activities and students’ employment schedules. Coaches and/or extra-curricular advisors will be notified if the students fail to fulfill their behavioral responsibility.

Teacher issued detentions

Teachers have the authority to issue their own detentions to students for behavior and/or actions that are deemed inappropriate. In such cases, teachers will supervise the detention. Teachers will contact the student’s parents or guardians to make them aware of the problem and how they are attempting to modify the student’s behavior or actions. Teachers’ actions must be consistent with the District’s policy regarding discipline of students. Teachers will keep a record of students serving teacher-assigned detentions and make that record available to administrators. *Students who fail to serve teacher detentions may receive two administrative detentions*.

Problem Resolution

As amended, G.L. c. 71, §37H¾(b) now specifies procedures and documentation that are required in disciplinary matters covered by this statute. The principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
    - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
    - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

"Alternative remedies" may include, but shall not be limited to:

- mediation
- conflict resolution
- restorative justice
- collaborative problem solving.

Teachers, Administrators, and the Principal are expected to talk with students and parents whenever a problem arises. Conversely, students (and parents) are expected to first meet and talk with their respective teachers (regular or special education teacher) if a problem is encountered related to a specific class or teaching practice. Students or parents who disagree with the decision of a teacher may then contact a member of the administration; if they disagree with the decision of an Assistant Principal they may file a written appeal of the decision with the Principal. The appeal must be submitted to the Principal within five (5) days of the decision with which the parent or students disagree.

Except as set forth in M.G. L., chapter 71, section 37H and 37H1/2 and other provisions of applicable law, the Principal shall make the final decision on all disciplinary, attendance, credit, and course issues.

Due Process for Suspensions

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §37H or 37H1⁄2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

A. the disciplinary offense;
B. the basis for the charge;

C. the potential consequences, including the potential length of the student's suspension;
D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present
E. the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
F. the date, time, and location of the hearing;
G. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations. All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

A. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
B. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian'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; and the right to cross-examine witnesses presented by the school district;
D. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports)what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

A. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
B. Set out key facts and conclusions reached by the principal;
C. Identify the length and effective date of the suspension, as well as a date of return to school;

D. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provided more detailed information.
E. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in-school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H1⁄2

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

A. Possession of a dangerous weapon, possession of a controlled substance, or assault of staff.

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

B. Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

C. Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.
Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

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

A. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
B. Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.
C. NRHS has a process for developing school-wide education service plans (See appendix) for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and1F.
D. These services may include: online learning, tutorial in person, enrollment in an Interim Alternative Educational Setting (IAES) or other individualized plan matched to student needs. These services will be based on and provided in a manner consistent with the academic standards for all students. To ensure this occurs, NRHS staff (ex. Guidance Counselors) will communicate with education providers throughout the student's enrollment. It is the

responsibility of NRHS to facilitate and verify enrollment of the student in the service, upon selection of an educational service by the student and the parent/guardian.

E. Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
    a. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
    b. For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

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

A. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
B. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
C. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
D. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

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

E. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
F. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

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

A. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
    a. the parent had expressed concern in writing; or
    b. The parent had requested an evaluation; or
    c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

    The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
B. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

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

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

XIII. LAWS, REGULATIONS, POLICIES & PROCEDURES

Massachusetts General Laws, chapter 71, section 37H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal.

Relative to student discipline:

A. Any students who are 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.
B. Any students who assault 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.
C. Any students who are 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 students 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 their discretion, decide to suspend rather than expel students who have been determined by the principal to have violated either paragraph (a) or (b).
D. Any students who have been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled students shall have ten days from

the date of the expulsion in which to notify the superintendent of his appeal. The students have 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 students have violated any provisions of this section.

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

Massachusetts General Laws, chapter 71, section 37H1/2

1. Upon the issuance of a criminal complaint charging students with a felony or upon the issuance of a felony delinquency complaint against students, the principal may suspend such students for a period of time determined appropriate by said principal if said principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. The students shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The students shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

   The students shall have the right to appeal the suspension to the superintendent. The students shall notify the superintendent in writing of their 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 students and the students' parent or guardian within three calendar days of the students request for an appeal. At the hearing, the students 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, including recommending an alternate educational program for the students. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon students being convicted of a felony or upon an adjudication or admission on court of guilt with respect to such a felony or felony delinquency, the principal may expel said students if the principal determines that the students continued presence in school would have a substantial detrimental effect on the general welfare of the school. The students shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The students 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 students shall have the right to appeal the expulsion to the superintendent. The students shall notify the superintendent, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the students and the students' parent or guardian within three calendar days of the expulsion. At the hearing the students shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the students. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such students, no school or school district shall be required to provide educational services to such students.

Massachusetts General Laws chapter 71 Section 37H3/4

Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2

Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H.5.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

As amended, G.L. c. 71, §37H¾(b) now specifies procedures and documentation that are required in disciplinary matters covered by this statute.4 The principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
    - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
    - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.
    -

"Alternative remedies" may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term ''out-of-school suspension'' shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or

expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Massachusetts General Laws chapter 71 Section 37G

Corporal punishment of pupils prohibited; use of physical restraint; regulations

Section 37G. (a) The power of the school committee or of any teacher or any other employee or agent of the school committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

(b) The provisions of this section shall not preclude any member of the school committee or any teacher or any employee or agent of the school committee from using such reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the principal shall file a detailed report of such with the school committee.

(c) The board of education shall promulgate regulations regarding the use of physical restraint for students. Such regulations shall not preclude any teacher or employee or agent of the school from using reasonable force to protect pupils, other persons and themselves from an assault by a pupil as set forth above in section (b). Such regulations shall require training of all personnel authorized to administer any forms of restraint. Such regulations shall provide for procedures for notification to the department and to the parents.

NRHS Physical Restraint Policy

Nashoba Regional School District supports students learning and the development of a positive school climate through multiple strategies and interventions. If those methods do not effectively address student's behavior, de-escalation techniques are implemented. If behavior poses a threat of imminent, serious, physical harm to students or others and other non-physical interventions have been tried and failed or are judged to be inadequate to the circumstances, physical restraint is implemented. Pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G the use of physical restraint on any students in all Massachusetts public school districts, charter schools, collaborative education programs and special education schools shall comply with the restraint requirements under the authority of 603 CMR 46.00 promulgated by the Board of Education. The purpose of 603 CMR 46.00 is to ensure that all students participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, with extreme caution, and to maintain safety for everyone.

Massachusetts General Laws chapter 71 Section 37O

School bullying prohibited; bullying prevention and intervention plans; reporting of bullying incident date

Section 37O. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:

''Approved private day or residential school'', a school that accepts, through agreement with a school committee, a child requiring special education pursuant to section 10 of chapter 71B.

''Bullying'', the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (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.

''Charter school'', commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of chapter 71.

''Cyber-bullying'', bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

''Collaborative school'', a school operated by an educational collaborative established pursuant to section 4E of chapter 40.

''Department'', the department of elementary and secondary education.

''Hostile environment'', 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.

''Plan'', a bullying prevention and intervention plan established pursuant to subsection (d).

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

''School district'', the school department of a city or town, a regional school district or a county agricultural school.

''School grounds'', property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

''Victim'', a student against whom bullying or retaliation has been perpetrated.

(b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the 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.

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

(c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

(d)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

(2) Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation, including procedures for collecting, maintaining and reporting bullying

incident data required under subsection (k); (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

(3) Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

(4) The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to

stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of these alternative methods shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

(5) The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

(6) The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, however, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

(e)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

(3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.

(f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.

(g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law

enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

(j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

(k) Each school district, charter school, approved private day or residential school and collaborative school shall annually report bullying incident data to the department. The data shall include, but not be limited to: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department. Said incident data shall be reported in the form and manner established by the department, in consultation with the attorney general; provided, that the department shall minimize the costs and resources needed to comply with said reporting requirements; and provided further, that the department may use existing data collection and reporting mechanisms to collect the information from school districts. The department shall analyze the bullying incident data and shall publish an annual report containing aggregate statewide information on the frequency and nature of bullying in schools. The department shall file the annual report with the attorney general and with the clerks of the senate and the house of

representatives who shall forward the same to the chairs of the joint committee on education, the joint committee on the judiciary and the house and senate committees on ways and means.

(l) The department shall develop a student survey to assess school climate and the prevalence, nature and severity of bullying in schools. The survey shall be administered by each school district, charter school, approved private day or residential school and collaborative school at least once every 4 years. The survey shall be designed to protect student privacy and allow for anonymous participation by students.

The school official identified in the plan as responsible for receiving reports of bullying or retaliation shall verify the completion of the student surveys. All completed surveys shall be forwarded to the department. The department shall use the survey results to help assess the effectiveness of bullying prevention curricula and instruction developed and administered under subsection (c). The department shall collect and analyze the student survey data in order to: compare the survey results with the bullying incident data reported under subsection (k); identify long-term trends and areas of improvement; and monitor bullying prevention efforts in schools over time. The department shall make its findings available to the school official.

(m) Each school district, charter school, approved private day or residential school or collaborative school may adopt an anti-bullying seal to represent the district or school's commitment to bullying prevention and intervention.

(n) The department may investigate certain alleged incidents of bullying. If, upon completion of investigation by the department, a school district, charter school, approved private day or residential school or collaborative school is found to not have properly implemented its prevention plan as outlined in subsection (d), the department may require that school district, charter school, approved private day or residential school or collaborative school to properly implement the plan or take other actions to address the findings of the investigation.

IDEA (Individuals with Disabilities Education Act) Massachusetts State Law, 603 CMR 28 (Massachusetts Special Education Regulations).

Child Find Notice

The Nashoba Regional School District needs your help to identify all children in the community, age 3 to 22, who may require special education services. If you are aware of a child who has or may have a disability, who may not be known to the district, please contact the Special Education Department at 978-779-0539 ext. 3013.

Title I

As a public school system receiving Title I funding, the Nashoba Regional School District has the legal obligation of informing parents that they have the right to request information regarding the qualifications of their child's/ren's teachers. Nashoba Regional High School is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information regarding your child's teachers, please contact the Human Resources office at 978-779-0539 ext. 3009.

Chapter 282 of the Acts of 1993, General Laws Chapter 76/5

(Amends Chapter 622 Discrimination prohibition in the public schools of the Commonwealth of Massachusetts)

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

An Act Relative to Gender Identity. General Laws Chapter 199 of the Acts of 2011

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

Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of educational programming and activities.

Chapter VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin.

Title IX of the Educational Amendments of 1972 (Prohibition of discrimination on the basis of sex.)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activities receiving Federal financial assistance.

Chapter 269 of the General Law of Massachusetts (Prohibition of Hazing)

Section 17: Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Section 18: 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 themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen provided that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and

eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

Chapter 265 Section 43A

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than 21/2 years or by a fine of not more than $1,000, or by both such fine and imprisonment. The conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including, but not limited to, any device that transfers signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

Section 703 of Title VII of the Civil Rights Act of 1964 and Chapter 151A and 151B of the Massachusetts General Laws (Prohibition of sexual harassment)

Sexual harassment in any form is not allowed in this school. The prevention of harassment at NRSD is critical to maintaining a safe, secure climate, which is conducive to learning.

Title VII of the Civil Rights Act and Title IX of Educational Amendments of 1972 define sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which interferes with work performance or creates an intimidating, hostile or offensive working environment. A hostile an intimidating environment can include using profanity, name-calling, telling of off-color jokes, making sexist comments and innuendo, or showing explicit or offensive pictures. The range of behaviors includes leering, pinching, grabbing, suggestive verbal comments, spreading sexual gossip, pressure for sexual activity and any unwanted physical conduct of a sexual nature.

If you believe you have been a victim of sexual harassment, talk to a teacher, guidance counselor or advisor. The complaint grievance should be as clear and specific as possible with an exact description of the behavior, including when and where it happened. You may be encouraged to describe the incident in writing. The complaint will be dealt with in a timely manner (see timeframe and procedures in the Discrimination Grievance Procedures section). The adult will discuss the incident with the alleged harasser to gain additional information and will be determined if discipline is warranted. Several ways that the issue may be addressed are conflict resolution, peer mediation and guidance counseling. The course of action will be discussed with the student bringing the complaint and may result in a warning, detention or suspension. If you are dissatisfied with the results or progress of the investigation, you may discuss the dissatisfaction with the appropriate Principal. The school will work toward ensuring that the inappropriate behavior(s) stops.

Nashoba Regional High School will not tolerate any retaliation against any person who files a complaint or who cooperates in any investigation into possible harassment. Disciplinary action may be taken against any student who engages in retaliation.

NRSD Internet Policy

The Nashoba Regional School District recognizes the value and importance of network information sources and related technologies for a well-rounded education. The District supports access of students and staff within appropriate bounds.

The District makes telecommunications, electronic information sources, and networked services available for the enhancement of learning and teaching within various curricula. The District expects the staff to blend thoughtful use of these educational avenues throughout the school experience and provide guidance and instruction to all students in the appropriate use of these resources.

The District realizes the positive and constructive use of these resources; it also recognizes the potential for possible misuse. Therefore, individual users must take full responsibility for their own actions. All users shall assume full liability, legal, financial or otherwise, for their actions. The District reserves the right to access, audit, and review usage. Use shall be governed by administrative regulations, procedures, user guidelines and user agreements. Information stored or transmitted on NRSD computer systems is the property of NRSD and may be reviewed by the District at any time.

In order to comply with the Children's Internet Protection Act (CIPA), this document will serve as Nashoba Regional School District's Internet Safety Policy. Nashoba Regional School District has a content filter in place that blocks and filters Internet sites that are obscene, contain pornography, or contain any material deemed to be inappropriate or harmful to minors as defined by CIPA [Pub.L.No.106-554 and 47 USC 254(h)].

Nashoba Regional School District includes in its curriculum Internet safety. The curriculum includes teaching students about appropriate and safe online behavior, including intellectual property, personal safety, and cyber bullying awareness and response. To the extent practical, staff supervises and monitors appropriate usage of the online computer network and access to the Internet in accordance with this policy.

The district takes cyber-bullying seriously and appropriate action will be taken to protect students and staff from any form of cyberbullying. Cyber-bullying is bullying through the use of technology or any electronic means, and includes the distribution of electronic communications or the posting of electronic material that may be accessed by one or more persons.

Bullying is defined as the repeated use of a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at other students that has the effect of:

- causing physical or emotional harm to the other students or damage to their property;
- placing the other students in reasonable fear of harm to themselves or of damage to their property;
- creating a hostile environment at school for the bullied students;
- infringing on the rights of the other students at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.

Ethical participation in academic interactive web resources and electronic forms of communication is expected of all students and staff. Any text, voice or image that is considered inappropriate in the classroom is also inappropriate in all uses of interactive web resources and any electronic communications. This includes, but is not limited to, profanity, racist, sexist or other threatening or discriminatory remarks. Students should promptly inform a staff member if any messages received or material reviewed is inappropriate.

All personal or school-owned technology and electronic devices shall be monitored. All technology and electronic devices should be used primarily for academic purposes during official school hours. Use of the network, technology and electronic devices shall be permitted only upon submission of signed agreement forms by both parents/guardians and students. Some networks may require an additional agreement by users; i.e., outlining standards for behavior and communication. User accounts shall be limited, suspended, or revoked if these resources are misused.

The following are not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online
5. Trespassing in others' electronic files or plagiarizing others' work as their own
6. Violating copyright laws
7. Revealing identifying information such as first and last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs, unless approved by a teacher for the purpose of meeting course requirements.
8. Unauthorized disclosure, use, and dissemination of person identification information regarding minors
9. Sharing a password or using others' accounts and passwords
10. Intentionally wasting limited resources (i.e. excessive printing, downloading or online streaming)
11. Employing the network for commercial or other non-academic purpose
12. Damaging computers, computer systems or networks

Publication of information shall be in accordance with the Nashoba Regional School District Publication of Personal Information Policy.

Visitors To the Schools

The School Committee welcomes parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged because the School District's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Observations Of Special Education Programs

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Special Education Director or designee and/or Principal.

2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.

3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outlined within law and DESE regulation.

4. The Special Education Director or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).

5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.

6. If the observer is not the parent, the parent must sign a release for the individual to observe.

7. The number of observers at any one time may be limited.

8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.

9. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.

10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.

11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible the observer may be asked to sign a non-disclosure agreement.

Child Find Fact Sheet (DESE)

Introduction

This Fact Sheet provides a brief overview of the Individuals with Disabilities Education Act (IDEA) Part B and state law Child Find requirements applicable to Local Educational Agencies (LEAs) in Massachusetts and provides resources to support LEAs in ensuring children with disabilities are appropriately identified, located, and evaluated. In Massachusetts, LEAs must conduct child find activities for all children with disabilities ages 3 through 21 residing in or attending private school in the geographic boundaries of the LEA.

Overview of Federal Child Find Requirements Under IDEA Part B

All children with disabilities ages 3 through 21 residing in the State, including children with disabilities who are in foster care, homeless, homeschooled, or attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, must be identified, located, and evaluated. Child find must include children who are suspected of being a child with a disability and in need of special education, even if they are advancing from grade to grade. For more information about federal child find requirements, please see the United States Department of Education's Office of Special Education and Rehabilitative Services (OSERS), *Return to School Roadmap:*

Child Find Under Part B of the Individuals with Disabilities Education Act (Aug. 24, 2021)(Child Find guidance).

IDEA Part B also requires each LEA to "locate, identify, and evaluate all children with disabilities who are *enrolled* by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA." In accordance with IDEA regulations, the child find activities for such children must be similar to the child find activities undertaken for the LEA's public-school children. For more information about child find requirements relating to privately enrolled children with disabilities, including homeschooled students, please see the Department of Elementary and Secondary Education's (DESE) website, which includes Administrative Advisory SPED 2018-1 and sample child find notices for privately enrolled students.

Overview of Child Find Requirements Under State Law

In addition to federal law, Massachusetts state law requires "the school committee of every city, town or school district" to "identify the school age children *residing therein* who have a disability," as well as "diagnose and evaluate the needs of such children, propose a special education program to meet those needs, provide or arrange for the provision of such special education program." State law also requires that school districts "maintain a record of such identification, diagnosis, proposal and program actually provided."

Considerations for Conducting Child Find Activities

As described by OSERS in its *Child Find guidance*, in light of the educational disruptions caused by COVID-19, LEAS should reexamine the efficacy of their existing child find practices and initiate new activities as appropriate. For example, the LEAs that post their Child Find notices on their websites and in settings frequented by families in their community, such as doctor's offices, autism centers, hospitals, private schools, and day cares, may also consider posting their Child Find notices on their social media pages or expanding the number of settings in which they post them. For additional ideas for child find activities, please see: Q&A 5, OSERS, *Child Find*.

Administrative Guidelines and Procedures- Physical Restraint Prevention and Behavior Supports

Nashoba Regional School District shall abide by the provisions of 603 CMR 46.00), which regulates the use of physical restraint on students in Massachusetts public school districts. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint .603 C.M.R. 46.01(3)(a) & (b).

Note: Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Physical restraint shall be used with extreme caution. Nashoba Regional School District has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.01(3), which shall be annually reviewed, provided to school staff, and made available to parents.

Nothing in 603 CMR 46.00 shall be construed to limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Nothing in 603 CMR 46.00 precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Human Resource department will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

District's Physical Restraint Procedures

A. Definitions

"Consent" shall mean agreement by a parent/guardian who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent/guardian understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.

"Restraint" shall mean limitation on a student's physical movement using force against the student's resistance.

"Physical restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include:

providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

"Physical escort" shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

"Mechanical restraint" shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or a stabilizing device ordered by a physician or related services professional and used for the specific and approved protective or positioning purpose for which the device is designed shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician or related services professional and consented to in writing by the parent/guardian of the student. Examples of such devices include, but are not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility than would be possible without the use of such device or mechanical supports, vehicle safety restraints when used as intended during transport of a student in a moving vehicle, restraints for medical immobilization or orthopedically prescribed devices that permit a student to participate in activities without the risk of harm.

"Seclusion" shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes he or she will be prevented, from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02. The use of seclusion is expressly prohibited.

"Time-out" shall mean a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. Time-out shall cease as soon as the student has calmed or when thirty-(30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. The school principal must approve any space utilized for time-out outside of a classroom before it is utilized.

"Medication restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

"Prone restraint" shall mean a restraint in which a student is placed face down on the floor or

another surface, and physical pressure is applied to the student's body to keep the student in the prone position. See 603 C.M.R. 46.02

"Principal" shall mean the instructional leader of a public education school program or his or her designee.

Use of Restraint

(1) Prohibition.

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.
(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

(2) Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
(c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

(3) Limitations on use of restraint. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

(4) Referral to law enforcement or other state agencies. Nothing in 603 CMR 46.00 prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

District's Procedures

Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

A. School-Level Supports

The school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

The Nashoba Regional School District has an individual school based Crisis Team(s) which includes the administrative team, school counselors, nurse(s) and other school personnel. All members of the school's crisis team are trained in Safety-Care by QBS Training.

For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required physical restraint, the Team should develop a safety behavior intervention plan or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings to track progress or make specific alterations. The Crises Teams may request a functional behavioral assessment (FBA) or Safety/Risk Assessment and can refer to outside agencies if needed.

The crisis team and STAT team at each school which includes administrators, teachers, school counselors, school nurses and psychologists along with other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (STAT) to plan interventions and support for students.

Each school has a functioning STAT, which meets weekly (or more as needed) to discuss individual students and/or groups of students demonstrating problem behavior and mental health concerns. The team should include administrator(s), teachers, school counselor, school psychologist, and, when appropriate, may include an outside agency representative.

B. Interventions and Alternatives Physical Restraint

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

The Nashoba Regional School District recognizes that prevention of behavioral incidents is better than having to manage them. We know that if we can intervene early, we improve safety for our students and staff members. Our training includes several interventions and methods that may prevent the need for the use of physical restraint. This may include but are not limited to, the following:

Providing a Supportive Physical Environment by:

- Meeting Basic needs (nutritious and appetizing food and drink, sleep, clothing, medical care, etc.).
- Spacious, comfortable, uncluttered environment.
- Access engaging activities (learning, work, music, movies,sports, leisure, etc.).

- Privacy or quiet time when desired.
- Minimize stressors such as irritating, noises, unpleasant smells,glaring lights, etc.

Providing a Supportive Social Environment

- Staff who are friendly, helpful, and respectful.
- Access to meaningful suggestions about what to do and who to do it with.
- Access to preferred adults
- Meaningful learning and work opportunities.
- Frequent reinforcement of desirable behavior.

Creating a Safe Space

- It is important to be thoughtful in achieving an appropriate balance between safety and access to materials. That includes:
- Remove or secure items that are considered too unsafe.
- Limit access to items that have therapeutic value (such as tools or sports equipment), but that could potentially be used to harm self or others.
- Be aware of potentially dangerous items that are present in the environment and remove them from the immediate area when appropriate.
- Regularly check to make sure that environmental safety policies are followed and don't drift over time.

Use Positive Interaction Strategies

- Interacting with those we help in a positive manner can greatly enhance our effectiveness and reduce challenging behavior.

Avoidance of Power Struggles

- Manage your own emotional reactions.
- Provide 2–3 acceptable options
- Choose which behaviors to prompt ("pick your battles").
- Clarify the request you are making.
- Give the person more time.
- Offer help.

Use of Differential Reinforcement

- Identify one or more social, activity, or physical/tangible reinforcers that are likely to be effective for this person.
- Identify and define one or more behaviors to reinforce.
- Identify and define one or more behaviors to avoid reinforcing.
- Develop a schedule and criteria for reinforcement of the desired behavior

Use a Safety Stance

- Approach within the person's vision.
- Stand to the side of the person at 45 degrees from the person's midline, facing in the same direction at a distance of about the person's arm length away
- Hands and arms placed in the "thinking position" with the closer arm up near the face—or, for shorter or seated individuals—the "wedding position" with both hands down toward the lower part of the body.
- If the person is pacing or moving around, give extra space and stay generally oriented toward the person rather than try to continuously adjust your position to be at a 45 degree angle.

Implement a Supportive Guide

- A Supportive Guide is a way to use the person's own momentum to change the direction of movement. It does not involve yanking, pushing, or grabbing.

Calling For Assistance

- Assistance Verbally or Electronically

C. The De-Escalation Process

The Nashoba Regional School District is committed to developing positive supporting relationships with students. We are committed to developing relationships that are supportive and based in trust. Rapport with students can likely assist with de-escalation.

Practical Considerations for De-Escalation

- It is important to think about how you can make the situation a little better, one step at a time.
- Start with the strategy that seems most likely to be effective (there isn't a sequence, so you don't have to start at Help).
- Change if the strategy you are using is not effective or if another one would be better.
- Many crisis situations will involve moving among different strategies several times.
- Rapport building and (when appropriate) counseling are important, but they happen before (or after) de-escalation, not during. Better rapport will make de-escalation work more effectively and more quickly. In a later chapter we will discuss debriefing with the person, which is a component of rapport development that comes after a crisis.
- Don't rush. An agitated person becomes less able to process and respond to verbal and non-verbal communication. Minimize your words and keep all communication simple, with pauses in between. Use the Wait strategy when it appears that a longer pause might be helpful.
- Be aware of your own emotional behavior. If you can't control your own verbal behavior, facial expression, and physical behavior, consider asking another staff person to take over.
- In the event of escalation between peers, it is often necessary to initially focus on separation of individuals in conflict with each other, followed by re-introduction and

- De-Briefing when safe and appropriate.

D. Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used as a last resort. In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat of imminent, serious physical harm to himself or herself or others, and the student does not respond to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances. Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. School personnel who have been properly trained in the use of physical restraint through Safety Care may only administer a physical restraint.

E. Proper Administration of a Physical Restraint

Nashoba Regional School District utilizes Safety Care by QPS as it's training for de-escalation and physical restraint training. Only school personnel who have received in-depth training shall administer physical restraint.

Whenever possible, the administration of the physical restraint shall be observed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary, for the least time necessary, to protect the student and/or a member of the school community from assault or imminent, serious, physical harm. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements and shall discontinue the restraint as soon as possible.

All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

F. Safety Requirements

(1) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(2) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(3) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(4) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(5) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

School personnel should remember that at any time, they should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress and it is the recommended best practice for school personnel to seek medical assistance when a student appears to be demonstrating or experiencing any physical distress as a result of a restraint.

G. Reporting Requirements

If a physical restraint is implement the following procedures must be followed:

(1) Faculty and staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

(2) Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

(3) Informing parents. The principal shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either

within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(4) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

(5) Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
(d) agreement on a written plan of action by the program.

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

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

(7) Report all restraint-related injuries to the Department of Elementary and Secondary Education when a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

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

In an emergency situation, school faculty and staff are expected to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation should adhere to the requirements of the district's Physical Restraint procedures and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution. Physical Restraint should only be used solely as an emergency procedure.

Brief physical contact with a student by a school staff member in order to promote student safety solely for the purpose of preventing imminent harm to the student, for example, physically

redirecting a student about to walk in front of a moving vehicle, intervening with a student about to fall or intervening in a fight between students, is not considered a physical restraint. Staff who have brief physical contact with a student in order to promote student safety shall verbally inform the principal of any physical contact as soon as possible and by no later than the close of the school day on which the brief physical contact occurred and, by written report, no later than the next school working day after the brief physical contact occurred, for review of the event. The principal shall make reasonable efforts to verbally inform the student's parents/guardians of the brief physical contact within twenty-four (24) hours of the event and shall review the event with the Crisis Team.

District's Training Requirements

Within the first month of each school year, the Human Resource Department shall provide all program staff with training on Nashoba Regional School District Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

In addition, for all new school employees that are hired after the start of the school year, the Human Resource Department shall within the first month of their employment provide the new employees with training on the districts Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

The training shall include the following elements:
(a) the role of the student, family and staff in preventing restraint;
(b)Nashoba Regional School District Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited;
(c) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
(d) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
(e) administering physical restraints in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
(f) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.04(3) in the use of physical restraint. See 603 C.M.R. 46.04(2).

For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal shall identify the members of the Crisis Team who are staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary Education physical restraint regulations, Safety Care by QPS training be at least sixteen (16) hours in length with refresher training occurring annually thereafter which is (8) hours in length.

The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint; and (f) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological and social-emotional effects. See 603 C.M.R. 46.04(3)&(4).

Methods For Engaging Parents/Guardians and Youth in discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Procedure

The Principal at each school will provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor also should follow up with the student and their family regarding behavioral support.

Complaint Procedures

A. Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school.

The student and/or his/her/their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school. The principal shall attempt, within his/her/their authority, to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below.

B. Formal Resolution of Concern About Use of Physical Restraint

A student or his/her/their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

C. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Nashoba Regional School District School Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

Legal references: 603 C.M.R. 46.00

Procedure For Use of Time-Out as A Behavior Support Strategy

1. Use of Time-Out as a Behavior Support Strategy
The use of time-out is a behavior support strategy when it is inclusionary. The Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines inclusionary time out as, "when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom" while still "allowing the student to remain fully aware of the learning activities in the classroom." Types of inclusionary time-out practices that function as behavior support strategies include, but are not limited to, planned ignoring, asking a student to use a fidget, placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.

The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 defines time-out is "a staff-directed behavior support [that] should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom." It "should not be used for punishment for noncompliance or for incidents of misbehavior that are no longer occurring." School staff must be physically present with the student who is in an exclusionary time-out setting, including but not limited to, any student who is exhibiting self-injurious behavior. If the student poses a safety risk to staff and is not exhibiting self-injurious behavior, then, in those limited instances, the school counselor or other behavioral support professional must be immediately available to the student outside the entrance to the time-out setting where he/she can continuously observe and communicate with the student as appropriate to determine when the student is calm. A student is never to be locked in a room.
During an exclusionary time-out, a student shall not be involuntarily confined and must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The time-out shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. Any space utilized for time-out outside of a classroom must be a safe and calming environment that has been approved by the Pupil Personnel Office before it is utilized.

2. Process of Obtaining Principal Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes
If it appears that a student may be using time-out as a behavior support strategy for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the principal before continuing the time-out for more than twenty (20) minutes. The principal can only give approval and when the principal is not on site at the school, the assistant principal or the principal designee can only give approval for the day or period of the day that the principal is not on site at the school. Before making a decision to extend the time-out for the student, the principal must be informed of critical details regarding the time-out of the student,

including, but not limited to:
a. The type of time-out; and
b. The student's behavior and condition during the time-out.
The principal must consider these critical factors so that he/she/they can determine whether continued use of the time out is justified based on the student's continued agitation. If, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistant Advisory SPED 2016-1 indicates “if it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond thirty (30) minutes has not helped the student to calm", then other behavioral support strategies should be attempted." If the principal determines that the continued use of the time-out is justified based upon the student's continued agitation, the reporting form needs to be completed by the staff person who is seeking the extension. The report then needs to be signed by both the staff person and principal and a copy of the report provided to the Office of Student Services by no later than three (3) school working days of the administration of the time-out. The report needs to detail the critical factors the principal was informed of and were considered by him/her in making the determination that the continued use of the time-out was justified based on the student's continued agitation.

XIV. APPENDIX

Educational Service Plan

Nashoba Regional High School

Educational Service Plan

Individual suspension days beyond 9 days: Academic work provided to the parent prior to the day of suspension without late penalty as long as delivered the day returned or other arrangements pre-established by teacher. Guidance Counselor notified.
Suspension days 2-5 (consecutive) beyond 9 days: Academic work provided to the parent prior to the day of suspension without late penalty as long as delivered the day returned or other arrangements pre-established by teacher.

Suspension days 6-10 (consecutive) beyond 9 days: Academic work provided to the parent. Additionally, 30 minutes of tutoring time per suspension day. The formula of time allotted does not mean 30 minutes each day of suspension but rather a collection of time to be designed by the principal to apply.

The implementation of such services is at the discretion of the building principal. There is not an appeal process of educational opportunities or the ability on the behalf of the parent/guardian to suggest other opportunities of what is presented by the school principal or designee.

EDUCATION SERVICE PLAN

In accordance with Massachusetts General Laws Chapter 71, Sections 37H, 37H ½, and 37H ¾, must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their in-school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more) or expulsion. Any student who is expelled or long-term suspended from school for more than ten (10) consecutive days will be provided an educational service option for the duration of the school suspension. The determination of which service or combination of services will be made based on the needs of the student and resources available in the school by the principal.:

Access to tutoring services: Students offered this option are expected to attend tutoring sessions at a designated public site identified by the school district. The tutoring will be provided by qualified personnel or contracted providers The academic work will be consistent with the academic standards and curriculum frameworks established for all students. Students' tutoring schedule will be set by appointment and prepared weekly.

Access to online education: Students offered this option will be enrolled in an online platform. Work hours are flexible but students are expected to access online instruction by logging in at least 5 days per week for a minimum of 45 minutes to an hour per subject. Daily attendance is imperative in order to ensure success in the virtual program. The academic work will be consistent with the academic standards and curriculum frameworks.

Access to Gateway to College: Services offered through the MA Community College System.

Period of Expulsion or Suspension: From: _____ To: _____

Student Signature: _____ Date:_____

Parent Signature: _____ Date:_____

PLEASE MAKE YOUR SELECTION AND RETURN THIS FORM TO THE PRINCIPAL OF YOUR SCHOOL, WHO WILL ARRANGE FOR THE SERVICES. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT

_____AT_____

Student Parent Acknowledgment of Receipt

I have read and understand the rules and regulations of the Nashoba Regional High School Student Handbook. I have also reviewed the revisions to the following policies: Student Vehicles, Sports, Academic Integrity, Distractibles, Dress Code, and Harassment.

Student:
(Please print)_____
(Please sign)_____

Parent:
(Please print)_____
(Please sign) _____

Date: _____

Return this form to your homeroom teacher the first week that school is in session. Failure to return the form does not supersede the authority of the Nashoba Regional High School to implement the policies outlined.