

Dighton-Rehoboth Regional School District

Student Handbook



2026-2027

Central Office Leadership

Bill Runey: Superintendent
Frederick Souza, Jr.: Assistant Superintendent
Marie-Juanita DiGioia: Director of Special Education
Leo Brehm: Business Administrator/District Records Officer
Brianne Kelleher: Director of Human Resources & Student Services
Lauren Harwood: Director of Technology and Operations

District Leadership

Dighton-Rehoboth Regional High School

Dustin Demers: Principal
Victoria Amaral: Asst. Principal
Ashley Johnson: Asst. Principal
Michael Strojny: Director of CTE
Matthew McKinnon: Director of
Athletics & Activities

Beckwith Middle School
Stephen Donovan: Principal
Amy Abrams: Assistant Principal

Dighton Middle School
Cheryl Leandro: Principal
Sean Kinney: Assistant Principal

Palmer River Elementary School
Kristine Kefor: Principal
Cassey Monte: Assistant Principal

Dighton Elementary School
Katelyn Lima: Principal
Kenneth Girouard: Asst. Principal

The Dighton-Rehoboth Regional School District maintains an up-to-date website at www.drregional.org.

The DRRSD School Committee Policy Manual can be accessed [HERE](#). Updated: 7.1.26

For translation of this handbook

ENGLISH: Please call the Main Office at the school if you would like this document translated into Portuguese or Spanish.

PORTUGUESE: Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para o português.

SPANISH: Por favor, llame a la oficina central de la escuela si usted desea que este documento sea traducido al español.

This handbook has been translated into the major languages spoken by parents or guardians of District students. If a parent's or student's primary language is not English, and the District has not already translated a student handbook or student code of conduct into their primary language, the District will translate a handbook and/or code of conduct into that language or will make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.

All students, regardless of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district

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General Information

Welcome Message

To the Students and Families of the Dighton Rehoboth Regional School District,

It is with great pride and enthusiasm that I address you in this letter, as we embark on a new academic year together. As the leader of our district, I am dedicated to partnering with families and staff as we foster an environment that promotes academic excellence, personal growth, and a strong sense of community. We draw from two proud towns that support the success of our schools.

At the Dighton Rehoboth Regional School District, we believe in the power of education to transform lives and shape futures. Our commitment to providing a safe, inclusive, and supportive learning environment from grades PK - 12+ is unwavering. The district-wide Student Handbook serves as a cornerstone in promoting these values and maintaining the highest standards of conduct, integrity, and respect for all members of our school community.

This Handbook serves as a comprehensive guide to assist you in navigating the diverse range of academic, social, and extracurricular opportunities available to students. It outlines the rights and responsibilities of each student, emphasizing the importance of mutual respect, responsible citizenship, and adherence to our shared core values. Additionally, the Handbook provides essential information on policies, procedures, and guidelines that ensure a positive and conducive learning environment for all.

As your Superintendent, I encourage you to familiarize yourselves with the contents of this Handbook. It is a valuable resource designed to support student success and personal growth throughout their educational journey in the Dighton Rehoboth Regional School District. I also urge our students to actively engage in our school community, contribute your unique perspectives, and take advantage of the opportunities available to you. Family members are also encouraged to volunteer and remain engaged with teachers.

With the support of the families in our district, our students have the ability to excel academically, develop critical thinking skills, and become compassionate, responsible, and engaged citizens. Together, let us make this academic year one filled with discovery, achievement, and lasting memories.

Wishing you a successful and fulfilling year ahead!
Together, we are DR!



Bill Runey
Superintendent
Dighton Rehoboth Regional School District

Mission Statement

The Dighton-Rehoboth Regional School District empowers staff to ignite curiosity and facilitate meaningful learning, preparing students to navigate future complexities while shaping their path to success in an ever-changing world.

Vision Statements and link to our [Strategic Plan: *DRiving Toward 2030*](#)

- All children can learn
- Learning takes place in a student-centered and stimulating environment
- Students and teachers are encouraged to take academic risks
- The safe school environment is characterized by tolerance and respect for all
- Growth is celebrated throughout the learning process
- Educating all learners demands the collaboration and communication among all stakeholders
- Differentiated instruction will meet the needs of diverse learners
- Instruction should be designed to develop 21st Century skills (critical thinking, problem solving, cooperative learning, etc.)
- Students should be engaged in authentic learning experiences
- Education is a lifelong process that prepares students to become productive citizens in a global economy
- Students are the integral part of the learning process
- Commitment to high standards ensures excellence
- Sound administration and fiscal commitment and responsibility are essential to a quality educational system
- Professional development is embedded, differentiated, and ongoing
- Teaching how to learn is as important as teaching what to learn.

District Calendar ([linked here](#))

District Contact Numbers

Mr. Bill Runey

Superintendent of Schools
2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Dr. Frederick Souza

Assistant Superintendent of Schools
District English Language Learner Liaison
2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Mr. Leo Brehm

Business Administrator
2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Dr. Marie-Juanita DiGioia

Director of Special Education
Foster Care Point of Contact
District Homeless Liaison

2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Ms. Brianne Kelleher

Director of Human Resources and Student Services
District Title VI, IX Coordinator
District 504 Coordinator
2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Lauren Harwood

Director of IT & Operations
2700 Regional Road
N. Dighton, MA 02764
508-252-5000

Mrs. Katelyn Lima

Title 1 Coordinator
1250 Somerset Ave
Dighton, MA 02715
508-669-4245

Dighton-Rehoboth Regional School District School Committee Directory (term expiration)
REHOBOTH **DIGHTON**

Mr. Aaron Morse, Vice-Chairperson (2029) 2700 Regional Road N. Dighton, MA 02764 (c) 774-565-0234 amorse@drregional.org	Mr. Christopher Andrade, Chairperson (2027) PO Box 427 Dighton, MA 02715 (c) 508- 669-3683 candrade@drregional.org
Mrs. Katie Ferreira-Aubin (2027) 50 Winter Street Rehoboth, MA 02769 Kfaubin@drregional.org	Mrs. Eliza Couture (2029) 176 Center Street Dighton, MA 02715 (h) 508-669-6273 ecouture@drregional.org
Ms. Karen DaSilva (2027) 43 Francis Farm Rd Rehoboth, MA 02769 Kdasilva@drregional.org	Mr. Glenn Jefferson (2027) 270 Hillcrest Drive Dighton, MA 02715 (h) 774-872-1031 gjefferson@drregional.org
Ms. Lori Lesniak (2029) 2700 Regional Road N. Dighton, MA 02764 Llesniak@drregional.org	Ms. Nicole Pavao (2028) 2700 Regional Road N. Dighton, MA 02764 npavao@drregional.org
Mr. Joe Luca - Secretary(2028) 2700 Regional Road N. Dighton, MA 02764 jluca@drregional.org	Mrs. Donna Berdos (2029) 2396 Pleasant Street Dighton, MA 02767 508-558-5510 dberdos@drregional.org

Attendance and Absences

Attendance is vital to your child's success in school. Students are required to be in school each day. Massachusetts law requires that all children between the ages of six and sixteen attend school. A student must be at school or at a school-related activity for at least half the school day to be counted as present. The District may excuse up to seven day sessions or fourteen half-day sessions in any period of six months. The school makes the final determination as to whether or not an absence is deemed excused.

Notification of Absence

When a student is absent from school, their parent or guardian must call their child's respective school, at

- ***Beckwith Middle School:*** 508-252-5080
- ***Dighton Elementary School:*** 508-669-4245
- ***Dighton Middle School:*** 508-669-4200
- ***Dighton-Rehoboth Regional High School:*** 508-252-5025
- ***Palmer River Elementary School:*** 508-252-5100

before the start of the school day, to report their child's absence and the reason for the absence. The student must bring a note when they return to school after an absence and give it to the main office. The note will be kept on file in the main office. The note should contain the dates of the absence, the reason for the absence and must be signed by the parent/guardian.

Unexcused Absences

All absences are considered unexcused with the exception of the following: student medical appointment/illness/quarantine (with a doctor's note), bereavement, family emergencies, observance of major religious holidays (with prior written notification from guardian), college visits (with documentation) and previously approved by administration, official appointment (such as diver's test, etc. with documentation), legal matter (with documentation), other emergencies at the Principal's discretion. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable. For more information see School Committee Policies JH and JHA.

Attendance Intervention

Parents and guardians will be notified automatically when students are tardy or absent to school or class. Progressive interventions will be implemented to increase attendance for students. This applies to both school and class attendance. Students who skip class may be subject to disciplinary action.

In compliance with MGL c. 71, s. 1B, parents will be notified when a student is absent from school and the school has not been contacted by the parents within three (3) days of the student's absence.

Following a student's 5th unexcused absence in a year, or if a student has missed 2 or more classes due to tardiness for 5 days or more, a letter will be generated from the Principal's office, or the Principal's designee, notifying the parent/guardian, in writing, of the student's absences, and requesting a meeting with the parent/guardian to discuss the student's attendance. The letter will direct the parent/guardian to contact the Principal's office, or the Principal's designee, within 5 school days to schedule a meeting. If the parent/guardian does not contact the Principal's office or the Principal's designee, within 5 school days, the Principal's office, or the Principal's designee, will call the parent/guardian for purposes of scheduling a meeting. At the meeting, the Principal, Assistant Principal or other designee, the parent/guardian and the student must develop action steps to address the student's attendance. Other relevant school personnel and officials from public safety, health and human services, housing and nonprofit agencies, may offer input into the development of action steps.

If absences continue to increase further intervention will follow, including referral to the school's multi-tiered system of support process.

Make-Up Work

All students are allowed to make up work that they missed due to absence. The day a student returns to school, the student must make arrangements with the teacher to make up missed assignments. The teacher will determine a reasonable time limit to complete the makeup work missed. Any student who does not make up work within this timeframe may lose the opportunity to do so.

Family Vacations

Family vacations do not qualify as excused absences under Massachusetts law and are strongly discouraged when scheduled at times other than the weeks or days identified in the school calendar. Due to the challenging content of the required curriculum, these absences create significant teaching and learning problems. Parents/guardians who take students out of school for unapproved reasons should understand that teachers are

not required to provide school work in advance and that students returning to school after such an absence will be expected to participate fully in all class activities, including scheduled examinations. Upon request, assignments will be provided to students when they return to school. For more information on family vacations, see School Committee Policy JHA-R.

High School - Saturday School

Until the assigned Saturday School obligation is met, a student is not eligible to participate in extracurricular activities, including athletics. Additionally, if a Saturday School is assigned for disciplinary purposes and the student does not attend, they may also be subject to further disciplinary action, including but not limited to suspension from school.

Tardiness

It is important for students to arrive at school on time. Students who arrive after the start of school are considered tardy and must sign in at the main office. Consequences for tardiness may be given.

Excessive Absences/Truancy

A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant. Under M. G. L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's/guardian's ability to adequately care for and protect the child; is sexually exploited; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." The school can assist parents with pursuing "CRA" services and supports. A "51A" is a report of suspected child abuse or neglect that is filed with the Department of Children and Families ("DCF"). Under M. G. L. c. 119, § 51A, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services (DCF). By law, school personnel are mandated reporters. Other interventions may include, but are not limited to, parent/guardian notification, detentions, and possible suspension. Discussions regarding how the District's attendance policies and procedures apply to students with disabilities are the responsibility of the Student's IEP/504 Team.

Dismissal

Early dismissal requests are to be received by the front office in the morning, except in the case of emergency and with authorization of the building Administrator. Students may not be dismissed to any individual not listed as an authorized contact in the Aspen Information System. Proper ID will be required for dismissals.

Parents/guardians and other authorized adults must check in with the main office secretary, present a valid form of identification upon request, and sign out students when picking them up for an early dismissal.

Parents/Guardians of each student are asked to provide and maintain up-to-date emergency contact information so that we may locate parents/guardians or an approved adult in the case of an emergency or for school business.

For the safety of our school community, dismissal procedures may vary by school. Please see your building Administrator.

Early Dismissal, Late Start, or Cancellation of School

The district will notify the school community through an automated messaging system of school cancellations, delays, early dismissals, or other emergencies, as necessary. If the early dismissal is the result of inclement weather, the high school will be dismissed first, followed by the middle school, and then the elementary school. In the event we must close one school early because of a health/safety problem at that school, we will limit the dismissal to the students in that school. Parents/guardians need to have arrangements in place in the event of an early dismissal. In the event of school closings due to weather conditions, all activities scheduled during and after school hours will be canceled and rescheduled for a later date. No outdoor school-sponsored activities will be allowed during electrical disturbances. At the first sign of lightning, all outside events must cease and everyone involved shall immediately seek shelter. The activity may be resumed when it is obvious that the storm has passed. See School Committee Policies EBCD and EBCE.

Recess

To ensure the safety and well-being of our students and staff, our schools are committed to monitoring extreme temperature conditions. A "feels like" temperature threshold of 20 degrees Fahrenheit or lower necessitates that students remain indoors during recess. In instances of ice, snow, or significantly high temperatures, school administration holds the authority to make decisions specific to each individual case. These determinations may vary by school and may not be uniform across all campuses.

Lunch Program

It is the policy of the district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. There are separate guidelines for foods and beverages included in a la carte sales in the food service program on school campuses; foods and beverages sold in vending machines, snack bars, school stores, and concession stands; foods and beverages sold as part of school-sponsored fundraising activities; and refreshments served at parties, celebrations, and meetings during the school day. Nutrition education aligned with standards established by the USDA's National School Lunch Program will be provided to students in all grades. Our hot lunch meets the requirements of the Bureau of Nutrition Education and School Food Services. Menus are available online or through family communication. For the 2026-2027 school year, school breakfast and lunch are free for all students; however, Free and Reduced Lunch Program applications are still required. Application forms are available online or at the main office and will be disseminated with the paperwork sent home on the first day of school. The Cafeteria possesses a computerized point of sale/cash register system that maintains a record of all monies deposited and spent for each student, and said record will be made available to the parent/guardian upon request. Accounts will still be used for keeping track of the lunches served and for the purchase of a la carte items. Parents/guardians may directly make payments on these accounts and may pay in advance. Students will conduct themselves in an acceptable manner in the cafeteria. Please note that school lunches are a contracted service and any concerns will initially be directed to the contractor, Whitsons. See School Committee Policies ADF, EFC, and JQ, and the School Committee's Meal Charge Policy EFDA.

Electronic Devices

The term "electronic devices," includes but is not limited to cell phones, iPads/tablets, laptops/computers (other than those issued by the District), electronic/smart devices, and headphones/airpods, and smart watches/glasses. These personal devices are required to remain off and away during the school day. Staff may require students to store phones in a centralized location. The only exception is at the high school, where students are permitted to use their phones during transition time in the hallway between classes and during lunch. High school students are not allowed to have their phones out or use their phones during class time, or when out of the classroom during class time (i.e., bathroom breaks). Students remain solely responsible for any loss or damage to any electronic devices used or brought onto school property. All use of electronic devices at school must comply

with the District's Acceptable Use Policy. The use of electronics to video, photograph, or audio record in school, on school grounds, or during school activities, without the approval of a school administrator is strictly prohibited. In addition, the surreptitious audio recording of another without that individual's knowledge and consent is a felony under Massachusetts law.

COPPA – Children's Online Privacy Protection Act

The Dighton-Rehoboth Regional School District works diligently to comply with COPPA requirements. The District does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.

CIPA (Children's Internet Protection Act)

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children's Internet Protection Act (CIPA). Dighton-Rehoboth Regional School District is required by CIPA to block access to inappropriate content and monitor internet use by minors. The District's Technology Department is responsible for managing the school's internet filter and will work with District staff to ensure the filter meets the academic and operational needs of the school, while protecting minors from exposure to inappropriate content. There should be no expectation of privacy related to information stored or transmitted using District devices, systems, or networks.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. The District educates Students about appropriate online behavior, including interacting with other individuals on social networking web sites as well as cyberbullying awareness and response.

Dress Code

The Dighton-Rehoboth Regional School District's student dress code policy supports equitable educational access and does not reinforce gender stereotypes. To ensure effective and equitable enforcement, this policy shall be enforced consistently and in a non-discriminatory manner. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not cause any disruption or disorder. The District will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures. See M.G.L.c. 71 §§ 82-83, M.G.L.c. 71 § 1D; Title IX of the Education Amendments of 1973, M.G.L. c. 76, § 5.

- Basic Principle: Certain body parts must be covered for all students
Clothes must be worn in a way such that genitals, buttocks, and chest are fully covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
- Students Must Wear:
 - o Shirt;
 - o Bottom: pants/sweatpants/shorts/skirt/dress/leggings;
 - o Shoes: activity-specific requirements are permitted (for example for sports);
 - o Shirts, pants, and dresses must have fabric in the front, back, and on the sides; and
 - o Clothing must cover all undergarments.

- The following items are likely to cause disruption or disorder, or violate the reasonable standard of health and safety:
 - Violent language or images.
 - Images or language, depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
 - Hate speech, profanity, and pornography.
 - Anything that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance or if the headwear constitutes protective hairstyles as described above.)
 - Images or language that creates a hostile or intimidating environment based on any protected class.
 - Visible underwear. Visible waistbands, or straps on undergarments worn under other clothing are not a violation.
 - Bathing suits.
 - Shoes with wheels in the heel.
- Dress Code Enforcement at Schools
 - The judgement of the school administration and staff in the areas of health, safety, and when clothing may cause any disruption or disorder within the school or to the educational process. As such the administration determines what is and what is not appropriate in all cases and will determine consequences as described in the behavior section of this handbook. The administration may waive any restriction(s) in cases involving extenuating circumstances.
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Beverages

The Dighton-Rehoboth Regional School District is committed to implementing policies and practices that promote healthy beverages, such as plain water, which support healthy diets for all students. With staff permission, water is allowed in the classroom. See School Committee Policy ADF for further information.

Integrated Pest Management

All schools in the Dighton-Rehoboth Regional School District, in compliance with the Act Protecting Children and Families from Harmful Pesticides, have filed Indoor and Outdoor Pest Management Plans with the Massachusetts Department of Agricultural Resources (MDAR). These plans, about pest management and pesticide use policy, are accessible at the MDAR website, <http://massnrc.org/ipm/>, in the principal's office of each school and at the District office.

Asbestos Management

In compliance with the United States Environmental Protection Agency's Asbestos Hazardous Emergency Response Act (AHERA) and the 40 Code of Federal Regulations (CFR) Part 763 Subpart E – Asbestos Containing Materials in Schools, the Dighton-Rehoboth Regional School District is committed to providing a safe and healthy environment for all employees, building occupants, transient occupants, contracted building service workers and the public.

Also, in compliance with AHERA, the District will contract with a licensed and approved Inspector to perform three-year re-inspections of school buildings, along with the maintenance of updated Management Plan materials to be kept on file in the Principals' Office of each District school as well as in the Superintendent's Office of the Dighton-Rehoboth Regional School District, 2700 Regional Road, North Dighton, MA, 02764. Questions regarding the Asbestos Management Plan may be directed to the Superintendent of Schools.

Network and Internet Policy

Students must utilize the computer network, software, systems, websites, the Internet, and electronic equipment in an acceptable manner. See School Committee Policies IJNDBA and IJNDBA-R. There is an Acceptable Use Policy that students and parents/guardians are expected to sign at the start of each school year.

Advertising

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without permission of the School Committee. See School Committee Policy KHB.

Bicycles/Rollerblades/Skateboard

Any minor student desiring to bicycle, rollerblade, scooter, walk or use a similar mode of personal transportation to and/or from school must first submit to the building principal the District required consent/release form agreed to and signed by the student's parent or guardian prior to traveling to and/or from school in such manner. A student who has reached the age of majority may agree to and sign the required form relative to that student's own personal transportation in such manner, absent any circumstances where the student's parent or guardian may retain decision-making authority relative to the student regarding such matters. No skateboarding, bicycling, rollerblading, scootering, walking etc. to and/or from school is permitted without such a signed consent/release form being on file with the school. Students and their parents/guardians shall take personal responsibility relative to a student traveling to and/or from school in such manner, inclusive of age/ability and weather appropriateness, safety precautions, and the use of protective equipment such as helmets. The District, its staff, its officials, and its Member Towns shall not be liable for any actions relating to a student traveling to and/or from school in such manner. Students riding bicycles, skateboards, scooters and those walking should use extreme caution and follow all safety and traffic laws. Massachusetts law requires all students ages sixteen (16) and under to wear a safety helmet when riding bicycles on a public way. M. G. L. c. 85, § 11B.

Educational Opportunities for Children in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF) the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also, that the district collaborate with DCF and the other school district to ensure that students will receive transportation to the school of origin if needed. For more information, please access the DESE website at <https://www.doe.mass.edu/sfs/foster/>.

- **Best Interest Determination:**

Decisions about whether a student in foster care should continue to attend their school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute

Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

- Transportation:

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. If there are additional costs associated with transportation to maintain the student in in their school or origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

- Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in his/her local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records. To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

Every Student Succeeds Act; *DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.*

Educational Opportunities for Military Children

As a result of the passage of the Valor Act of 2012, Massachusetts became a member of the Military Interstate Children's Compact Commission or MIC3. The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school aged children enrolled in kindergarten through 12th grade, their parent is an active duty member of the in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty. a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- At enrollment, the receiving school shall allow students to continue at the grade level that is equal to grade level in the sending state, regardless of age. If a student has completed the prerequisite grade

level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.

- Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure student is placed appropriately.
- The District may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students shall have additional excused absences at the discretion of the District for visits with parents or legal guardians relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed.
- The student will be provided with the opportunity for inclusion in extra-curricular activities regardless of deadlines as long as the child is otherwise qualified.
- To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in the sending district, or provide reasonable justification for any denial. If waiver is not granted, and student would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time. If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification. If a student transfers at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

Interstate Compact on Educational Opportunity for Military Children; DESE Guidance on the Military Interstate Children's Compact Commission (MIC3), September 16, 2016.

See School Committee Policy JFABE.

Elevator Policy

School elevators are strictly off limits to all students except for medical reasons, or as otherwise permitted by the Administration. In the event of an emergency evacuation, the elevator should not be used. An elevator partner may be assigned as needed at the Administration's discretion.

Fundraising for Students

Fundraising drives may be conducted only by duly authorized clubs and groups of the school. The faculty working under the direction of the school Principal is responsible for seeing that a fundraising drive is planned and carried out in a responsible manner. Adequate provision must be made for the safety and security of students participating. An individual class or school club, with the approval of the Principal, may support fundraising for charitable purposes. Any school-wide or school district-wide participation in fundraising drives for charitable purposes must be approved by the School Committee. See School Committee Policies JJE, JJF, JJJ, KHAA.

Parent Teacher Student Association and Parent Teacher Organization

PTSA- Palmer River and Beckwith

The Rehoboth PTSA is a separate entity from the school district and is a volunteer association that serves the students of Palmer River Elementary School and Beckwith Middle School. Parents/guardians, educators, students, and community members are encouraged to join and play an active role in making decisions for their schools and communities. The mission of the Rehoboth PTSA is “to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.” If you would like to learn more about the Rehoboth PTSA, please visit www.rehobothptsa.org

PTO- Dighton Elementary School and Dighton Middle School

The Dighton Parent Teacher Association (PTO) supports Dighton Elementary and Dighton Middle School. The Dighton PTO is a separate entity from the school district and a non-profit parent/teacher organization whose membership includes all parents, guardians, and staff at Dighton Elementary and Dighton Middle Schools. From the PTO: Our mission is to strengthen, enhance and encourage the educational and social environment of both Dighton Elementary and Dighton Middle School. Our goals are to complement the school curriculum with additional opportunities for parents, guardians, teachers and students to learn, socialize, communicate and grow. The PTO provides financial assistance to teachers in their classroom settings, holds fundraisers for supplemental educational materials and experiences, and supports school and family social interaction. It is their belief that the team efforts of parents/guardians and teachers offers the best possible learning environment for our children. Meetings are held monthly at Dighton Middle and Dighton Elementary schools on an alternating monthly basis.

Physical Education and Health Education

All students must participate in physical education classes in each year of school. In cases of illness for a day or two, a written note from parents will excuse participation. This note should be brought to the school nurse. A long-term request to excuse participation requires a written medical excuse from a physician and permission of the school administration.

As required in the school committee policy on sex education, parents are hereby notified of their right to exempt their children from specific units and/or lessons which primarily involve human sexual education or human sexuality issues. Parents and guardians may do so by submitting written requests to the school principal. No student so exempted shall be penalized by reason of such exemption. Program instruction materials for said curricula shall be made reasonably accessible to parents and guardians for inspection and review, upon request to the building principal.

See School Committee Policies IHA, IHAE, IHAM, IHAM-R, and IHAMB.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the school's conducting of surveys, the collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of the following:* any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
3. *Inspect:* upon request and before administration or use: protected information surveys of students and surveys created by a third party; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Dighton-Rehoboth Regional School District will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as methods to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights under PPRA have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

See School Committee Policy ILD.

Residency and School Admissions

Per Massachusetts General Law Chapter 76, Section 5, a student must be a resident of Dighton or Rehoboth to attend the Dighton-Rehoboth School District. However, it is the policy of the school district to admit some non-resident students under the terms and conditions of the Interdistrict School Choice Law. By May 1st of each school year, the administration will determine the number of spaces, if any, in each school available to choice students and by June 1st of each school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

See the section in this handbook on Homelessness for more information about the enrollment of homeless students. The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district. The Dighton-Rehoboth School District believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment and will therefore immediately enroll students per School Committee Policy. Admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff. See School Committee Policies JF, JFAA, JFABC, JFABD, JFABE, JFBB, JLCB, and JLCC.

Restroom Procedure

Restrooms may be used at any time during the school day. Permission to use the restroom must be obtained from a staff member. Middle and high school students will be required to have a paper or electronic pass system. If for any medical reason your child needs to make frequent use of the restroom, please notify their teacher and the school nurse.

Extracurricular Activities and Sports

Student extracurricular activities and sports are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. The DRRSD middle schools and high school provides a broad and balanced program of extracurricular activities and sports geared to the various ages, interests, and needs of students.

User Fees

Baseball	\$270	Soccer - Boys & Girls	\$215
Basketball - Boys & Girls	\$270	Softball	\$270
Cheerleading	\$185	Tennis - Boys & Girls	\$185
Cross Country	\$185	Track & Field - Boys & Girls	\$215
Field Hockey	\$215	Unified Basketball	\$215
Football	\$270	Unified Track	\$185
Golf	\$185	Volleyball - Boys & Girls	\$215
Lacrosse - Boys & Girls	\$215	Winter Track - Boys & Girls	\$215
Marching Band	\$185	Wrestling	\$185

***Boys Ice Hockey, Girls Ice Hockey, Swimming, and Gymnastics are family-funded sports. Family & Individual Caps are not applied to these sports.**

High School Activity Fee

There is a one-time activity fee of \$75 per year for each DRRHS student to participate in a non-athletic/band activity. *(This fee will not count toward the athletic individual or family cap)*

High School Individual Cap: \$625
High School Family Cap: \$1000

Middle School Athletic User Fees

There is a \$200 user fee per sport for those participating in middle school athletics.

Middle School Activity Fee

There is a one-time activity fee of \$75 per year for each middle school student to participate in a non-athletic/band activity. *(This fee will not count toward the athletic individual or family cap)*

Middle School Individual Cap: \$550
Middle School Family Cap: \$1000

School Property

Students are expected to properly care for school equipment (e.g., library books, laptops, textbooks, desks, chairs, lockers, etc.). Students may be charged for lost and damaged books, materials, supplies, and equipment. Students who are indigent are exempt from paying fees. Students are required to keep all textbooks covered and free from unnecessary papers. Students who lose or damage books will be required to pay the replacement cost. Books must not be covered with any adhesive-type material. See School Committee Policies EDC and JQ.

Student Publication

All school publications, including student publications are overseen by the school district and students will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusation, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted. See School Committee Policy JICE.

Withdrawal or Transfer from School

When withdrawing or transferring from DRRSD, a parent/guardian must notify a guidance counselor and the secretary in the Main office. Please be prepared to provide the name, address, and phone number of the new school from which your child will be attending and your new place of residence. If it is found that a student has moved from the district without notifying the Dighton-Rehoboth Regional School District, the student's records may be forwarded to their new school without written consent.

Accident Insurance Plan

The accident insurance plan will be sent home with students to all parents in September.

Lost and Found

All items found, regardless of value, must be turned in to the office. When an item is missing students should inquire with the Main office to see if it has been found. The schools are not responsible for lost or stolen property. Students should clearly mark their names on all items of personal property.

School Programs/Information

PBIS

Dighton-Rehoboth Regional School District has adopted the nationally recognized PBIS Model (Positive Behavior Intervention and Supports). Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School Wide Positive Behavior Supports (SWPBS) provides an operational framework for achieving these outcomes. More importantly, SWPBS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

The four elements below are guided by six important principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

SEL

The Dighton-Rehoboth Regional School District aims to develop the whole child. In doing so, many facets and approaches to social and emotional learning are implemented across academic and social settings. Social and Emotional Learning (SEL) affords students the opportunities to develop skills such as self-awareness, self-management, and interpersonal skills that are vital to their success at school, work, and throughout their lives. Through ongoing professional development opportunities, staff in all buildings will continue efforts to adopt and apply evidence-based practices that align to the SEL core standards.

English Learners (EL) Program

Upon a student's enrollment, the Dighton-Rehoboth Regional School District will identify (1) students who may be English learners (ELs) and will assess their level of English proficiency, or (2) students who may be Former English learners (FELs). Specifically, the Dighton-Rehoboth Regional School District will administer a home language survey to all newly enrolling students, and if a language other than English is identified, the Dighton-Rehoboth Regional School District will screen the English proficiency of the student using the WIDA screening assessment within thirty (30) days of the student's enrollment. At any time, a parent/guardian of a student enrolled at the Dighton-Rehoboth Regional School District may request that the school assess the student's level of English proficiency. The Dighton-Rehoboth Regional School District will notify the parent/guardian of the school's determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. The Dighton-Rehoboth Regional School District will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and EL students are eligible for special education if they meet the criteria.

Students have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific EL education program offered by the Dighton-Rehoboth Regional School District, and such requests will be reviewed by the superintendent or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If at least twenty (20) EL students submit a request, the school will respond within ninety (90) days with either an offer to implement the requested program or an explanation denying the request. Parents/guardians have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

The Dighton-Rehoboth Regional School District will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL students, and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate in the statewide assessment system, and an English proficiency test will be administered each year. Only ELs identified as severely learning disabled will be exempt. ELs have the right to receive counseling and guidance offered by the school in a language they can understand.

The Dighton-Rehoboth Regional School District will assess ELs annually to gauge proficiency in reading, writing, listening, and speaking English, and progress in learning English.

Once an EL attains English proficiency and is able to do regular school work in English, he/she will no longer be classified as an EL and will be transferred to mainstream, English language classrooms. The Dighton-Rehoboth Regional School District will still monitor the FELs progress for four years and provide any needed support, if applicable. A FEL will be re-classified back to an EL if they fail to make academic progress due to a lack of English proficiency. Parents/guardians will be notified of all re-classifications.

A parent/guardian may withdraw their student from an EL education program in accordance with state and federal law. If a parent opts their out of a language program, the school will provide instructional support to ensure the student has access to the curriculum and same opportunities to master academic standards and curriculum frameworks as his/her native English-speaking peers. Opted-out student will still be assessed with the state mandated English language proficiency test. M. G. L. c. 71A; 603 C.M.R. 14.00

Report Cards

Report cards are posted on ASPEN. Teachers utilize ASPEN as the main communication tool for parents/guardians to check on their student's academic standing. Teachers use ASPEN to record student grades throughout the year. ASPEN will allow students and parents/guardians to access grading information online on a regular basis. When parents/guardians access this account, they will be able to view their student's portion of the gradebook for each class. Parents are encouraged to reach out to their child's teachers with any questions regarding grades. Teachers update their gradebook on a weekly basis. To access ASPEN click on the "ASPEN Parent Portal" on the District website. If families require a paper copy of their child's report card, they should reach out to the building Principal. See School Committee Policy IKAB.

Grading

Middle school and Elementary: (For High School grading, please see [here](#))

Dighton and Palmer River Elementary schools utilize a standards-based grading system. A standards-based grading system measures student progress toward end-of-year standards. The following table explains how academic subjects are graded:

Elementary

Academic Rating Scale

4	Exceeds End of Year Grade Level Expectations
3	Meets Expectations Independently
2	Approaching Expectations With Support
1	Not Yet Meeting Expectations For This Term
N/A	This Subject Was Not Assessed Thoroughly This Term

Work/Social Skills Rating System

C	Student consistently meets objectives without reminders
S	Student frequently needs reminders to meet objectives

R	Student rarely meets objectives with reminders
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Middle Schools

Letter Grade	Description
A+ (100-97) A (96-93) A- (92-90)	Exceeds/Exemplary
B+ (89-87) B (86-83) B- (82-80)	Above Average
C+ (79-77) C (76-73) C- (72-70)	Average/Satisfactory
D+ (69-67) D (66-65)	Below Average
F (64-0)	Failing
I	Incomplete
M	Medical

Promotion and Retention of Students

Elementary and Middle School students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the building Principal. See School Committee Policy IKE. For High School students, please see their [promotion requirements below](#).

State Testing

The Commonwealth of Massachusetts requires the administration of certain testing, including the Massachusetts Comprehensive Assessment System (MCAS). The MCAS is a summative test that measures students' progress toward mastering the skills and concepts described in the Massachusetts Curriculum Frameworks. We administer these tests as directed by the Massachusetts Department of Elementary and Secondary Education (DESE).

Student Services

School Counseling

School Counselors are available to meet the needs and challenges presented by today's school population. Our counselors implement a comprehensive counseling program by providing emotional and social support, individual and group counseling, transition planning, consultation and collaboration with students, staff, parents, and the community. Counseling services are available for every student in the district. These services include the following: assistance with educational planning, interpretation of test scores, occupational information, career information; and study strategies. Help with home, school and/or social concerns is also available.

McKinney-Vento Homeless Education Assistance Act

The Dighton-Rehoboth Regional School District must “ensure the educational rights and protections for children and youth experiencing homelessness” and remove barriers for enrollment and retention as set forth in the McKinney-Vento Homeless Assistance Act (2002). Also refer to School Committee Policy JFABD.

The McKinney-Vento Homeless Assistance Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the school year, they are encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the students’ best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school’s decision and their appeal rights in writing. The school’s liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to school policies. If the student does not have immediate access to immunization records, the student shall be admitted under an exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the school liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to school policies. Emergency contact information is required at the time of enrollment consistent with school policies, including compliance with the state’s address confidentiality program when necessary. Information about a homeless student’ living situation will be treated as a student education record, and is not considered directory information.

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Principal or the district's homeless liaison, Dr. Marie-Juanita DiGioia, Director of Special Education, 2700 Regional Road, North Dighton, MA 02764 or 508-252-5000.

42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

Mandated Reporters

All school staff are mandated reporters. By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol, and/or to the Principal (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child is: (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
1. immediately notifying the Principal (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school *may* also choose to immediately notify both DCF and the person in charge of the school. In addition, mandated reporters may contact the police or the Office of the Child Advocate.

If a mandated reporter believes a child is in imminent danger, they should call 911 immediately. If school officials believe that criminal laws may have been violated, whether or not the violation is included under § 51A, they should report such matter to the police.

Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died as a result of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Braintree, MA, 02184. Tel: (617) 727-6455.

The District is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M. G. L. c. 119, § 51A. See M. G. L. c. 71, § 37L. Further DESE guidance can be found [here](#).

Services and Accommodations for Student with Disabilities

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school.

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student’s individual educational needs as adequately as the needs of nondisabled students are met.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to: speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)’ consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

In some cases, the evaluation Team determines that a student with a disability may require only individual accommodations as opposed to specially designed instruction and /or related services. Such students may then be referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act. Individuals with disabilities must be afforded the equal opportunity to participate in extracurricular and non-academic programs and activities; however, the school district generally is permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics).

For more information regarding the services available to students with disabilities please contact Dr. Juanita DiGioia, Director of Special Education at 508-252-5000 or mjdigioia@drregional.org. The Section 504 Compliance Officer is Ms. Brianne Kelleher, Director of Human Resources and Student Services: 508-252-5000 or bkelleher@drregional.org.

Multi-Tiered Systems of Support (MTSS)

MTSS is a framework that is utilized to help ensure that all students have access to a high quality educational experience that includes supporting academic, behavioral, and social-emotional skills. DRRSD utilizes data to identify all students' needs and strengths. Evidence-based supports and strategies are then implemented to increase student growth. Progress monitoring is then utilized to help ensure that adequate progress is being made and the proper supports are in place.

Library/Media Centers

Students are encouraged to utilize the resources available within the Media Center to enhance their learning experiences and develop research and study skills.

Regardless of the need, students in the Media Center must be respectful of others in the Center, and must be engaged in an assigned activity.

Most library materials circulate for a two week period. The student's Identification Card serves as their library card, and this must be presented in order to sign out materials. Students are expected to return all borrowed materials within the allotted time and to pay for any lost or damaged library materials.

Failure to comply with any of the Media Center rules and regulations can result in a suspension or long-term loss of privilege, in addition to a disciplinary action.

For high school students: Students using the Media Center before school, during lunch, and after school must be aware that the behavior in the Center is expected to be respectful; otherwise the student's privilege to be in the Media Center during these times will be lost.

While school is in operation, students may enter the Media Center in one of two ways:

- As part of a class accompanied by a teacher who has reserved a lab, cart, or section of the Media Center
- Independent, with a pass from a Staff member, detailing the purpose and reason for being in the Media Center.

Observations of Student's Programs

Observations of a student's current and/or proposed special education program may be conducted by a parent/guardian or their designee in accordance with M.G.L. c. 71B § 3. Parents/guardians must request an observation in advance and can submit the request to the Special Education Director or designee and/or the Principal. Observers may be required to sign a non-disclosure form to protect student information. Observers shall be accompanied at all times by a school staff member. See School Committee Policy IHBA.

Special Education Parent Advisory Council

The Dighton-Rehoboth Special Education Parent Advisory Council (DR SEPAC) is a group of parents with children who have special needs that want to help other families facing similar challenges. They volunteer their time to provide support and resources because they've been there, and understand. They advise the school committees about the education and wellbeing of students with disabilities. The goal is to listen and provide information and assistance in an open and friendly environment. The [DR SEPAC](#) is committed to empowering all families of students with disabilities in our communities.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records regulations (603 CMR 23.00) provide parents and eligible students certain rights with respect to a student's education records. A general overview of those rights is provided below. Parents and eligible students may obtain a complete copy of their rights by contacting the Principal at:

- *Beckwith Middle School, Dr. Stephen Donovan:* 508-252-5080
- *Dighton Elementary School, Ms. Katelyn Lima:* 508-669-4245
- *Dighton Middle School, Dr. Cheryl Leandro:* 508-669-4200
- *Dighton-Rehoboth Regional High School, Mr. Dustin Demers:* 508-252-5025
- *Palmer River Elementary School, Mrs. Kristine Kefor:* 508-252-5100

Massachusetts regulations related to student records (603 CMR 23.00) ensure a student's (and their parents') rights of inspection, amendment, destruction, and confidentiality related to their records.

Under 603 CMR 23.01, the rights related to student records belong to the student's parent if the student is under the age of fourteen (14) and has not started the ninth grade. Upon reaching the age of fourteen (14) or upon starting the ninth grade (whichever occurs first), both the student and their parent retain the rights related to student records. Either the student or the parent can exercise these rights independently. Once the student reaches the age of eighteen (18), the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the Principal or Superintendent in writing. A parent always maintains the right to inspect the student record.

The student record consists of the transcript and the temporary record, including all information on recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade levels completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

I. Inspection of Record

A parent/guardian of any student, or any student who is 14 years old or who has entered the ninth grade has the right to inspect all portions of his or her student record upon request. The parent and/or eligible student have the right to inspect and receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school. Parents and eligible students should submit their request to access/inspection to the Principal.

II. Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. When student record information is provided to a non-custodial parent in accordance with the above procedures, the school will delete the electronic and postal address and other contact information of the custodial parent from all records provided to the non-custodial parent. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, §34H; 603 CMR 23.07.

III. Third Party Access

Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly

with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the evaluation team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

IV. Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the eligible student.

V. Amendment

Eligible students and/or parents have the right to add additional relevant information, comments, data, and/or other written relevant material to the student record. Eligible students and/or parents also have the right to request in writing that certain information in the student record be amended or deleted. Any such request should be directed to the building Principal. The parent and eligible student have a right to request a conference with the Principal or her/his designee to make their objections known. Within a week after the conference, the Principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school.

VI. Directory Information

Federal law requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying the Principal in writing by the end of September of each school year.

VII. Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

VIII. Transfer of Records

In accordance with 603 CMR 23.07(4)(g), it is the practice of the Dighton-Rehoboth Regional School District to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public schools district, if the disclosure is for the purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

IX. Complaints

A parent/guardian or eligible student has a right to file a complaint regarding student records with Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA 02149; 781-338-3000. If you have any questions regarding this notice or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the building principal.

The above is only a summary of some of the more important provisions of the state and federal laws pertaining to student records that relate to student and parent/guardian rights. If more detailed information is desired, a copy of the regulations may be reviewed at your school office.

See School Committee Policies JRA, JRA-R, and KBBA.

AGE OF MAJORITY

In Massachusetts, students are considered adults at the age of eighteen (18), with full legal capacity (unless legally incapacitated) to make their own decisions (Age of Majority). Once the student reaches the age of 18, the student alone shall exercise the rights afforded under the Massachusetts Student Records regulations subject to the following. The parent may continue to exercise the rights until expressly limited by the adult student. Such students may limit the rights and provisions of 603 CMR 23.00 which extend to their parents, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, § 34E, the parent of a student may inspect the student record regardless of the student's age.

A student assumes the right to make all decisions related to special education programs and services when the student reaches the age of 18. Parents will continue to receive written notice and information, but the student will have decision-making authority and the school is required to obtain consent from the student to continue special education services if the student is eighteen (18) years old or older. However, the student may decide to share decision-making authority with their parent (or other willing adult). If a student decides to share such authority, this must be done in the presence of the Team and in writing. If a student and parent share decision-making authority, and disagree about a matter, the student's choice shall prevail.. A student may also delegate full decision-making authority to their parent (or other willing adult) if the decision is made in the presence of at least one school representative and a witness, and in writing. 603 CMR 28.07(5). Students and parents will be notified one year before the student turns 18 of the rights that will transfer to the student upon turning 18, as well as the parents right to continue to receive notices and to inspect the student's record. See 34 CFR §§ 300.320(c) and 300.520.

School Health Services

Sports Examinations

All student athletes are required to have a physical form on file with the school nurse. The Massachusetts Interscholastic Athletic Association, the Massasoit Interscholastic League (for sports) and the Dighton-Rehoboth Regional School District require that all participants have a valid physical examination prior to tryouts. All such examinations must be documented on the Medical Examination Form provided by the Athletic Department or the physician's own form with a current signature and date within the thirteen (13) months prior to participation in any sport.

Physical Examinations and Immunizations

All students attending, enrolled, or registered to attend Dighton-Rehoboth Regional School District must present, in accordance with 105 C.M.R. 220, a copy of their certificate of immunization documenting their immunization records before they can attend school unless a waiver of this requirement has been granted based upon documented medical need or sincere religious belief. Students are required to submit a copy of a physical examination that was completed within one year prior to entrance to Dighton-Rehoboth Regional School District or within thirty (30) days after entering Dighton-Rehoboth Regional School District, and thereafter every 3-4 years. In our school district, this is done prior to entering school, grade 4, grade 7, and grade 11. All new students will be required to submit a copy of a physical examination. Students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates. These physical examinations are not provided by the school. These exams must be completed by the student's personal physician, and the required form must be returned to the school. Students who do not receive a physical at the required time will be reported to the Department of Health. See School Committee Policy JLCA. Immunizations and boosters are required at regular intervals. Families not able to afford medical care due to lack of health insurance or any other reason should contact the school nurse. Health records transferred from a previous school may be used to meet this requirement.

Medication Policy and Medication Administration

The medication program manager shall have the responsibility for the development and management of the medical administration program. Such responsibility shall be delineated in the District Medication Administration Policies and Procedures provided below.

For more information, see School Committee Policies [JLCD](#) and [JLCD-R](#).

Alcohol, Drugs, and Tobacco

The use, possession or distribution of any alcohol, drugs (including marijuana, non-prescribed medication, and prescribed medication not in compliance with this handbook), drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is prohibited. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. Violations may include but are not limited to discipline including possible long-term suspension or expulsion, as permitted under applicable state laws and regulations, and/or being barred from participating in a school-sponsored activity.

See School Committee Policies ADC, JICG, and JICH.

Mandatory Health Screenings

Massachusetts Mandated School-Based Screenings Reference Tool
Vision, Hearing, Height/Weight/BMI, Postural, and Substance Use

	Vision			Hearing		Ht, Wt, BMI			
	Distance Visual Acuity	Near Visual Acuity	Stereopsis	Pure Tones		Stadiometer & Scales			
	Monocular R and L	Binocular	Binocular						
PreK	✓ *	✓ *							
KG	✓ *	✓ *	✓ *	✓	KG				
1st	✓	✓	✓	✓	1st	✓			
2nd	✓	✓	✓	✓	2nd				
3rd	✓	✓	✓	✓	3rd				
4th	✓				4th	✓			
5th	✓				5th		5th	✓	
6th	✓			✓	6th		6th	✓	
7th	Once in grades 6, 7, or 8			Once in grades 6, 7, or 8	7th	✓	7th	✓	✓ Once in a Middle School grade**
8th					8th		8th	✓	
9th	✓ Once in grades 9, 10, 11, or 12			✓ Once in grades 9, 10, 11, or 12	9th		9th	✓	✓ Once in a High School grade**
10th					10th	✓	10th		
11th					11th		11th		
12th					12th		12th		

Postural	SBIRT
Visual Assessment	CRAFT-N
</	

According to state law in Massachusetts and guidelines set forth by the Massachusetts Department of Public Health, school nurses conduct annual screenings. The Dighton-Rehoboth Regional School District provides screenings for vision, hearing, height, weight, and posture. If you do not want your child to participate in these screenings, you must notify the school nurse and provide a doctor's note confirming the screenings were completed.

Within thirty (30) days of a student's first day at the Dighton-Rehoboth Regional School District, all students must submit certification that the student has passed a vision screening within the previous twelve (12) months. Vision and hearing screenings will be conducted in the year of school entry and annually through grade five (5), once in grades six (6) through eight (8), and once in grades nine (9) through twelve (12).

The weight and height of each student will be measured in grades 1, 4, 7, and 10. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.

Postural screening will be conducted annually by the nurse, or other approved personnel approved by the Department of Public Health, on all students grades five (5) through nine (9).

SBIRT Screenings for Middle and High School Students

Screening, Brief Intervention, and Referral to Treatment (SBIRT) will be completed annually in Grades 7 & 9. SBIRT is a verbal screen of students for substance use disorders. Parents and guardian will be notified ahead of time, and either the parent/guardian or the student may opt out of the screening at any time before or during the

screening through written notification. Information provided by a student during a screening is confidential, except in instances of an immediate medical emergency or disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including applicable student record laws and regulations.

Definition: SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. An evidence- based screening tool is utilized for the Screening; the Brief Intervention is provided through motivational interviewing and the Referral to Treatment is dependent on resources available in the school and community.

Background: Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when he/she first uses alcohol or drugs, the greater the likelihood that he/she will become dependent and/or addicted as an adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, an Opioid Bill was signed by Governor Baker on March 14, 2016, mandating a verbal screening for substance use (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT).

Purpose: The purpose of SBIRT is to promote prevention and identify early risk for substance use in our adolescents and to take appropriate actions as soon as possible if a problem is identified. Neuroscience tells us that the developing adolescent brain is at particular risk for addiction, so intervening early, before a substance use disorder develops, is key to the life-long health of our students. The SBIRT screening process reinforces healthy choices being made by students, identifies those who need intervention and education, ideally before substance use begins, and provides a referral for those who need additional support or treatment. SBIRT screenings are performed like other health screenings in school settings (i.e., vision, hearing, BMI) with respect to identifying a health condition as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities.

Universal Screening: The SBIRT protocol developed by the MA Department of Public Health (DPH) for use by school health personnel is a structured, evidence-based conversation that promotes prevention and identifies early risk for substance use among adolescents. It is a UNIVERSAL screening of ALL students in a selected grade level. It is not a targeted screen for selected students, nor is it intended to get anyone “in trouble”. It is neither “drug testing” nor is it a treatment program for students who may be addicted to substances.

SBIRT Team: An SBIRT team will be composed of school health personnel, such as school counselors, adjustment counselors, social workers, psychological staff, and health educators. Members of the SBIRT team will implement the screening, provide education to the students and/or provide follow-up as necessary.

It is the responsibility of the parent/guardian to discuss with their physician the effects that communicable disease will have upon their individual situations regarding their family. Any concerns relative to a student's health are reported to the parent/guardian.

Safety Procedures

School Security

The DRRSD has instituted several procedures designed to tighten building security and to keep unauthorized persons out of the school building:

- After all buses have arrived and students are in homerooms, all of the doors in the school are kept locked.
- Any student tardy to school must stop at the main entrance to the school, identify themselves, sign in and secure a pass from the main office before entering the building.
- Anyone visiting the school, must stop at the main entrance to the school, identify themselves, and their business. Visitors must secure a visitor's badge from the office which must be worn at all times. Visitors will sign out at the office before leaving the building.
- Anyone seeing a stranger in the building without a visitor's badge is to notify the main office immediately
- No one may open an outside door to allow someone to enter, not even a known friend.
- No door shall be propped or held open by rocks, bricks, chain link, etc. at any time.

See School Committee Policies ECA and KI.

Video Surveillance

Video surveillance may occur in the schools, on school grounds, or in school vehicles. The Dighton-Rehoboth Regional School Committee supports the use of security cameras throughout the District for the purpose of enhancing school safety and security, as part of the District's overall security plan. Security cameras may be used both inside and outside of school buildings and on school buses to record students, staff, and property. Cameras will only be located in public areas such as hallways, athletic areas, large public gathering spaces, parking lots and public walkways. The purpose of these installations is to monitor public areas where the potential for criminal activity is greatest (false fire alarm pulls, graffiti, vandalism, backpack and personal belongings theft, etc.). The cameras shall not be placed in areas where there may be a reasonable expectation of privacy by staff and students (e.g. rest rooms, locker rooms, private offices, department offices, conference rooms, staff lounges, nurse's office). Appropriate signage will be posted in buses and/or in public entryways to buildings and other conspicuous locations informing students, staff, and the general public of the District's use of security cameras. The posted signs will read: Surveillance Cameras in Use.

Access to video recordings from security cameras shall be limited to the Superintendent (and his/her designees), principals, and assistant principals for threats to safety and security. Other school personnel may be authorized to view recordings by the Superintendent or a building administrator if there is a legitimate reason to do so. In compliance with the law, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel. Information obtained through video surveillance may only be used for threats to safety and security, or law enforcement purposes, or student disciplinary investigations. Any security camera recording used for student disciplinary purposes will only be disclosed as authorized by the Family Educational Rights and Privacy Act (FERPA) and in accordance with the School Committee Policy. Access by others will be determined by the Superintendent in consultation with legal counsel and in accordance with applicable laws.

The administration may review previously recorded footage or live feed footage in circumstances as outlined in the policy to be corroborated or ruled out by the review of such footage. Only the principal and/or superintendent will decide when and if viewing needs to occur. Only individuals authorized by the Superintendent or his/her designee may view the surveillance recordings. A log book shall include the following details: the persons viewing the data, what event triggered the viewing, the date/time viewed, what was found on the recording, whether the data was copied or forwarded, and what consequences were imposed as a result of the recorded information.

All video recordings will be stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Video recordings (with the exception of those segments that evidence a crime being committed) will be deleted in the regular course of business in a timely fashion. All such recordings shall be treated as confidential and shall not be released to individuals or agencies outside of the District except through subpoena or other court order requiring such release. See School Committee Policy ECAF.

School Wide Safety/Emergency Procedures, Protocols and Drills

Fire Drills

Each area of the building has assigned emergency exits. Emergency exits are posted in each room of the building. All students are expected to remain silent and follow the teacher's directions throughout the fire drill. If an evacuation occurs while a student is separated from their class, they are to exit the building through the closest exit and report to the nearest teacher. See School Committee Policies EBBA, EBC, EBCB, and JL.

Reports of Fires

The Principal is responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The Principal shall submit a written report to the head of the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department. False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to long-term suspension from school.

Reports of Dangerous Weapons

All staff shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors in turn shall file such weapon report with the Superintendent, who in turn shall file such report with the chief of police, DCF, the District's Office of Student Services, and the School Committee. The Superintendent, chief of police, DCF, and Office of Student Services, shall arrange an assessment of the student involved in said weapon report. The student shall be referred to a counseling program in accordance with acceptable standards as set forth by the board of education. Upon completion of the program, a follow-up assessment shall be completed of the student by the Superintendent, chief of police, DCF, and Office of Student Services.

Ambulance Procedures

The procedures outlined below are followed, without exception, in providing ambulance services for students:

1. In all life-threatening medical and trauma emergencies, 911 is called and the individual(s) will be transported to a nearby hospital. However, in all other emergencies (non life-threatening) the ambulance shall be dispatched according to the patient's or the patient's parent requested destination.

Accidents

Every accident in the school building, on the school grounds, or at any after-school activity must be reported immediately to the person in charge. Steps will be taken to see that the injured receives proper first aid treatment. Parents will be notified of any serious injury. See School Committee Policy EBB.



EMERGENCY PROCEDURES

Activate CrisisGo for Life-Threatening Emergencies

- Every staff member is empowered to activate CrisisGo to report a potentially life-threatening emergency.
- Contact the Main Office for all other safety concerns. Report your school and exact location and/or room number.
- Monitor CrisisGo to maintain awareness of the situation. CrisisGo connects with 911 and emergency responders.

Hold and Secure AS IS , INSIDE, or SILENT AND INVISIBLE

Hold and Secure AS IS

- Could be a response to a medical emergency or other emergency that requires the hallways to be clear.
- All staff and students are to remain in their current location such as classrooms, outdoors, or lunchroom and out of the hallways.
- Conduct business as usual.
- Students cannot be in the halls without an escort.
- **All Clear** will be used to call off the Hold and Secure.



Hold and Secure INSIDE

- Same as **Hold and Secure AS IS** except students outside on grounds of the building must return inside. (For example: a severe weather alert.)

Hold and Secure SILENT AND INVISIBLE

- Immediately take refuge in the nearest classroom, close, lock and barricade the door, pull down any interior shades, and turn out lights.
- Become silent and invisible.
- Silence cell phones.
- Sit away and out of view from windows and doors.
- Remain until you hear official instructions or police enter.
- Do not respond to a fire alarm unless smoke or fire is visible.

Avoid, Deny, Defend

In a hostile event response, any individual should exit immediately if near an exterior door. If you are inside with a class, you should **Hold and Secure** but continue to assess if escape is possible. If you are outside, you should move away from the threat to an assembly area or a safe shelter.



Avoid

- Evacuate the building whenever it is safe to do so.
- Classes exit with their teacher if possible.
- Move to an alternate school site if able to evacuate.
- If unable to evacuate, take refuge in the nearest room and **Hold and Secure - Silent and Invisible**.

Deny & Defend

- Delay an intruder. Barricade the door.
- Distract an intruder as a last resort.
- Continually assess if it is safe to evacuate the building in order to exit as soon as possible.

Evacuation - "Get out, Stay Out"



- Leave belongings behind.
- Walk, do not run, do not use elevators, close doors behind you.
- Assist students and staff with disabilities.
- Take your communication devices (cellphone, radio) and Go Bag.
- Evacuate to designated assembly area.
- Commence headcount and inform the administrator of missing persons or medical emergencies.

Bomb Threats



- Threats can be received by email or telephone; surface on social media or through rumor; or be communicated in writings on paper, walls, and objects.
- Notify the Main Office immediately.
- Share and obtain as much information as possible, including the time, using the "Massachusetts State Police Bomb Threat Checklist."
- Preserve email, note, voicemail, and other evidence.
- Await further instructions.

Fire



- If you see fire or smell smoke, pull the nearest fire alarm.
- If you hear the alarm, evacuate the building.
- Know your classroom's primary and secondary evacuation route and assembly area.
- Evacuate to designated assembly area.
- "Stop, drop, and roll" if clothes catch fire.
- Do not re-enter the building until the all clear has been given.

Medical Emergencies



- Stay with injured / ill person.
- Send someone for the school nurse.
- Contact the Main Office.
- If unconscious, activate CrisisGo, call 911, start CPR, and send someone for the AED.

What Every Staff Member Should Know

External Doors

- All external building doors must be locked at all times.
- Staff must use their ID cards to gain access to the buildings at all times.
- Never prop external doors when going outside—not even for a minute.

Visitor Procedures

- Be aware of and report any unauthorized visitor in the building.
- Escort visitors to the Main Office to sign in and obtain a visitor's badge.
- If a visitor / intruder refuses to cooperate, do not escalate the situation. Call the office and give a detailed description.

How to Behave in an Emergency

- Stay calm and be mindful of body language and tone of voice. Avoid overreacting.
- Communicate clearly with students and staff. Ask for help if you need it.
- Continually assess the situation that you encounter, communicate with others via CrisisGo, and be prepared to take action.

How to Respond to a Fight

- Call the Main Office immediately. Remove students from the area quickly.
- If possible, separate the individuals involved to different areas.

Class Outside

- If a class is outside and you are approached by an unknown person or encounter a suspicious situation/item, notify the Main Office immediately and bring your students back indoors.

Suspicious Package

- Alert everyone in the immediate area to stay away.
- Do not move or touch the package.
- Notify the Main Office to activate CrisisGo.
- From a safe location, record information about the package to communicate to Police.
- Await further instructions.

Dighton Rehoboth
Regional School District

WE ARE DR!

Emergency Procedures Poster:
Contact Assistant Superintendent for more information or additional copies.



082022

Discipline

Student Code of Conduct:

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

Our Code of Student Conduct provides guidelines for students to maintain a positive and supportive environment where students and staff are able to work collaboratively but the Code of Student is not exhaustive. Rather it establishes guidelines for addressing inappropriate conduct and imposing disciplinary consequence. It establishes every individual's responsibility to respect the rights of others. Finally, it identifies a range of possible consequences for misconduct, ensuring that students know in advance of their actions what obligations may be due. In some instances, consequences may carry over from one year to the next. Please be aware that some behavior warrants police investigation as the breach of conduct may also be a criminal offense.

Any failure to comply with the rules of the school, or state or federal law, may result in possible disciplinary consequences, which may include, but is not limited to, confiscation of prohibited items, counseling, loss of privileges, detentions, community services, in-school suspension, out-of-school suspension, or, when appropriate and permitted, expulsion from school.

All school rules shall be in effect on school-provided transportation and for all extracurricular or co-curricular events and activities, home or away. The principal and vice-principal monitor, approve and deliver all student disciplinary sanctions.

Examples of Misconduct

Disciplinary action may occur for the following non-exhaustive list of school rules violations. This table is for illustrative purposes only and is not an exhaustive list of all forms of misconduct. Other types of misconduct that may result in discipline or other response, such as bullying, harassment, and discrimination, will be addressed in accordance with applicable laws and policies.

TERM	DEFINITION
SUBSTANCE ABUSE	Use, possession, transport, or sale of alcohol, illegal drugs, or any other controlled substance. This includes vape paraphernalia.
WEAPONS	Use, possession, transport, or sale of any firearm, knife, explosive, other dangerous weapon, or any other dangerous sharp-pointed instrument which can cause serious injury or intimidation.
ELECTRONIC DEVICES	Use of cell phones, video games, iPods, iPads, smartwatches etc.
DISRUPTIVE BEHAVIOR	Conduct that presents a danger to persons or property or interrupts the orderly educational procedure of the school.
DEFIANCE OF AUTHORITY	Refusal to comply with reasonable requests of personnel or rude and discourteous behavior.
SAFETY	Engaging in or threatening to engage in behavior which would cause physical or emotional harm; fighting, running, throwing articles, shoving, and roughhousing, etc.
TARDINESS	Arriving late to class or school.
UNEXCUSED ABSENCE	See Attendance Policy in handbook. Mass. Law Chapter 76: Section 2.
DEFACEMENT OF PROPERTY	Destroying or mutilating school or personal property.
THEFT	Stealing or attempting to steal.
EXTORTION	Obtaining money or property by force of threats.
SMOKING	The use or possession of tobacco of any kind. This includes vaping.
UNAUTHORIZED ARTICLES	Lighters, matches, explosives, drugs, alcohol, weapons, and any disruptive/annoying device, which could cause physical or emotional harm.
FORGERY	Writing or using the signature or initials of another.
OVERDUE OBLIGATIONS	Homework, library books, and parental/clerical communications that are not completed or returned when due, without extenuating circumstances.
LUNCH OBLIGATIONS	Lunch must be paid for in advance or at the time of purchase unless extenuating circumstances have been arranged with administrators.

INAPPROPRIATE DRESS	Failure to conform to the dress code, as set forth in this DR Student Handbook
GAMBLING	Participating in games of chance or the purpose of exchanging money or personal property.
PLAGIARISM	The practice of taking someone else's work or ideas and passing them off as one's own

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the disciplinary due process rights afforded students under Massachusetts law.

If you are excluded from school for disciplinary reasons, you may not be in school, on school grounds or attend any school-sponsored events during the duration of your suspension, which includes the day you are suspended. You may also be required to meet with the Assistant Principal and a parent/guardian either on the day you are suspended or when you return from suspension. Any student suspended during the year may be excluded from participating in any extracurricular activities (talent show, grade 8 dance, field trips, etc.)

In compliance with 603 CMR 53.14, the Dighton-Rehoboth Regional School District will collect and annually report data to DESE regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Principal will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M. G. L. c. 76, §17; M. G. L. c. 76, §21; M. G. L. c. 71, §37H; M. G. L. c. 71, §37H 1/2; and M. G. L. c. 71, §37H 3/4. The Principal, and/or a designee, where permitted, may exercise their discretion to impose suspensions and expulsions for school rules violations within the limitations and the due process provisions sets forth.

Definitions Related to Student Discipline - 603 CMR 53.00

- **Superintendent**: chief executive officer employed by the school committee to administer a school system, or his or her designee appointed for the purpose of conducting a student disciplinary hearing.
- **Principal**: the instructional administrative leader of the school or the Principal's designee for disciplinary purposes.
- **Expulsion**: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M. G. L. c. 71 § 37H or 37H½ for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.
- **In-School Suspension**: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from

participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

- **Short-Term Suspension**: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
- **Long-Term Suspension**: 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. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.
- **Written Notice**: Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Due Process Under M.G.L. c. 71, § 37H ¾

These due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY.

For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

The due process under M.G.L. c. 71, § 37H ¾ applies to all offenses, except possession of a dangerous weapon, possession of a controlled substance, assault on staff, or felony offenses.

Emergency Removals - M. G. L. c. 71, §37H ¾ and 603 CMR 53.07 Only

The Principal or their designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the Principal or their designee shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal or their designee shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the Principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's

explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. The Principal shall also provide written notice to the student and parent in English and the primary language of the home if other than English, or other means of communication where appropriate, and include notice of the items numbered (3) – (8) in the previous sentence. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the Principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A 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.

In-School Suspension, M.G.L c. 71, § 37H ¾ Only

- a. Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾ Only: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the Principal determines that the student committed the disciplinary offense, the Principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.
- b. Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾ Only: – On or before the day of 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 in 603 C.M.R. 53.10(4), 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, or 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. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Notice and Principal's Hearing - M.G.L. c 71, § 37H ¾ Only

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal or their designee shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal or their designee to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense, the right of the student and the student's parent to interpreter services at the hearing if needed to participate, and the date, time and location of the hearing.

The hearing may take place without the student's parent(s)/guardian(s) if the Principal or their designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, the Principal or their designee, when acting as a decision-maker at a disciplinary hearing to consider a student's possible out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and felony offenses, shall, when deciding the consequences for the student, first consider ways to re-engage the student in the learning process. The Principal or their designee shall not suspend the student out-of-school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. M.G.L. c. 71, § 37H3/4(b). Alternative remedies for purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The Principal or their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense and in accordance with the requirements of 603 CMR 53.00.

a. Short-term Suspension (M.G.L. c 71, § 37H ³/₄ only)

The Principal or their designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or their designee should consider in determining whether other remedies and consequences may be appropriate. The Principal or their designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or their designee should consider in determining consequences for the student. Students and parents do not have the right under applicable policies and regulations to be represented by legal counsel at a short-term suspension hearing.

Based on the available information, including mitigating circumstances, the Principal or their designee shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed.

The Principal or their designee shall provide written notice to the student and parent/guardian of the Principal or their designee's findings and determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice of hearing. The imposition of a short-term suspension is not subject to appeal.

b. Long-term Suspension (M.G.L. c 71, § 37H ³/₄ only)

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

If present, the parent/guardian shall, in addition to the student, have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or their designee should consider in determining consequences for the student.

Based on the preponderance of evidence presented at the hearing, the Principal or their designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances, the remedy or consequence to be imposed. The Principal or their designee shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/designee and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple school rules violations in any school year, the notice will include written notification of the right to appeal to the Superintendent or his/her designee and the process for appealing. Except as provided for under M.G.L. c. 71, §§ 37H and/or 37H1/2, no student will be suspended in accordance with M.G.L. c. 71, § 37H3/4 for greater than ninety (90) school days for one or more violations of school rules within a school year.

School Rules Violations Superintendent's Appeal Hearing - M.G.L. c 71, § 37H ³/₄ Only

Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal, to the Superintendent or the Superintendent's designee. The student and/or the parent(s)/guardian(s) shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal.,

The Superintendent or their designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days or the student's request for an appeal. The time may be extended up to seven (7) calendar days if requested by the parent(s)/guardian(s). The appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/ guardian(s). The Superintendent or designee shall be presumed to have made a good faith effort if the Superintendent or designee has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent or designee shall send written notice to the

parent/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Superintendent or designee shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal (or the Principal's designee), but shall not impose a suspension greater than that imposed by the Principal's decision. The Superintendent appeal decision is the final decision of the school.

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities and other extracurricular activities and school-sponsored events. Removal from such activities and events is not subject to the procedures of M. G. L. c. 71, § 37H $\frac{3}{4}$ or 603 CMR 53.00. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension Under M.G.L. c. 71, §§ 37H and 37H $\frac{1}{2}$

For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction or adjudication or admission of guilt with respect to such felony, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion Under M.G.L. c. 71, §§ 37H and 37H $\frac{1}{2}$

Unlike M.G.L. c. 71, § 37H $\frac{3}{4}$, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H $\frac{1}{2}$, the Principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such 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 Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H $\frac{1}{2}$ in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs, and Assaults on Staff - M.G.L. c. 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a

controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school and school district by the Principal.

2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school and school district by the Principal.

Principal's Hearing, Long-Term Exclusion Under M.G.L. c. 71, §37H: Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent Related to Long-Term Exclusion Under M.G.L. c. 71, §37H: Any student who has been expelled from the school pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel (at his or her own expense) at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Suspensions or expulsions are decisions that must consider a student's due process rights. The Principal or their designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint: Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal may suspend such student for a period of time determined appropriate by said Principal if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at his or her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. The student shall also receive written notification of their 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.

Appeal to the Superintendent Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall have the right to appeal the suspension to the Superintendent. The student must notify the Superintendent in writing of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate

educational program for the student. 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 District with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction: Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision Related to Long-Term Exclusion Under M.G.L. c. 71, §37H1/2: The student shall receive written notification of the charges and be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their 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.

Superintendent's Appeal/Decision Related to Long-Term Exclusion/Expulsion Under M.G.L. c. 71, §37H 1/2: The student shall have the right to appeal the long-term suspension/expulsion to the Superintendent. The student 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 student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. 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 District with regard to the long term suspension/expulsion.

Opportunity To Make Academic Progress

The District shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student withdraws from the District and/or moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21. This information serves as notice that the District may share copies of the student record, including discipline records, with any school in which the student may seek or intend to enroll. For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days: 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.

More than 10 Consecutive Days: Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services, earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the

school's education service plan. The school's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, and online or distance learning.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

Removal from Privileges and Extracurricular Activities

Students who are suspended or expelled from school are not allowed on school grounds and may not participate in any school sponsored events, including extracurricular activities or other school-sponsored events. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

Disciplinary Procedures for Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to review all relevant information in the student's file, including the IEP, any teacher visits, 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."
2. No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.

Team Determination that the Conduct was Not a Manifestation of the Student's Disability

If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education are entitled to services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to allow the student to continue to participate in the general education curriculum and to progress toward IEP goals during the period of exclusion, review any existing behavior intervention plan or, may, as appropriate, conduct a functional behavioral assessment, to address the behavior so that it does not recur.

Team Determination that the Conduct Was a Manifestation of the Student's Disability

If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP Team shall either: if a behavior intervention plan has already been developed, review and modify it, as necessary, to address the behavior; or arrange for a functional behavioral assessment, and implement a behavior intervention plan for the child.

Special Circumstances

If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, and regardless of the manifestation determination, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting. If the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.

1. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.
2. The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Note: If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) 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; (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 an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a

determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Detention

Disciplinary detention takes precedence over all other in-school and out-of-school commitments, including athletics and work. A student who does not complete the assigned discipline action will not be allowed to participate in any extracurricular events; including but not limited to sports, drama, after school clubs, etc. Students may be assigned detention by the administration or any staff member for any infractions of unacceptable behavior outlined in the code of conduct. Students who do not complete with assigned detention may also be subject to further discipline, including but not limited to suspension. Students should understand that any staff member has the authority to correct misconduct at any time.

Searches of Students and School Property

Students have no expectation of privacy in a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network. The Dighton-Rehoboth Regional School District has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network.

A search of a student's person, personal possessions (including personal electronic devices), or automobile on school property, will only be performed by school administrators, where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the search prior to its implementation. A search of a student may extend to, but is not limited to: articles of clothing such as pockets; removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, backpacks, and personal electronic devices. The consent of the student or a parent/guardian shall not be required prior to conducting a search of a student or the student's belongings. Students found in possession of prohibited items or materials may be subject to disciplinary action and/or criminal prosecution.

If the student fails to comply with a search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school. Students who impede or refuse to comply with a search may be subject to disciplinary consequences, including a short or long-term suspension from school.

Except under exigent circumstances, the school administrator will conduct searches in the presence of another adult. Any object or substance found which may be evidence of a crime will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Dighton-Rehoboth Regional School District administrators, and, if appropriate, may be returned to the student's parents.

See School Committee Policy JIH.

Physical Restraint and Seclusion of Students

Medical Restraint and Mechanical Restraint are prohibited. Physical restraint 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 other and the student is not responsive to directive or other lawful and less instructive behaviors interventions, or such interventions are deemed to be inappropriate under the circumstance. The Dighton-Rehoboth Regional School District complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in school, 603 CMR 46.00. For more information please see the District Policies and Procedures regarding Physical Restraint and Seclusion.

[insert policies]

[insert procedures]

Bullying Prevention and Intervention

*Adopted by the Dighton-Rehoboth Regional School District School Committee on **November 10, 2022** and last updated on **September 10, 2025**.*

The Dighton-Rehoboth Regional School District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The Dighton-Rehoboth Regional School District affords all students the same protections regardless of their legal status under the law.

I. PROHIBITION OF BULLYING, CYBERBULLYING & RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and 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 through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

Bullying as defined in M.G.L. c. 71 s. 37O is the repeated use by one or more students or by a member of a school staff including, but not limited to, and 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.

III. REPORTING AND RESPONDING TO BULLYING AND RETALIATION

1. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the principal or designee (or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor) any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district may make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The school may: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the principal or other designated school official identified to receive bullying reports will be incorporated in student and staff handbooks.

1. **Reporting by Staff:** A staff member will report immediately to the principal or designee (or to the superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor) when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.
2. **Reporting by Students, Parents or Guardians, and Others:** The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. 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, or with the principal or designee.

2. Responding to a report of bullying or retaliation.

1. Preliminary Determinations

Upon receiving a report of bullying or retaliation, the principal or designee will confer with the complainant (person who reported alleged bullying) to obtain an understanding and statement of the facts alleged. If, based on the facts alleged, the principal determines that the conduct reported would not constitute bullying or retaliation, as defined by M.G.L. c.71, §37O and/or Dighton-Rehoboth Regional School District' policies, the principal shall document that determination on the Incident Reporting Form and shall take no further action with regard to the bullying complaint. If the Principal determines that such facts, if true, would constitute discrimination or harassment (discrimination or unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion), the Principal shall follow the district or school's policies and procedures for applicable discrimination or harassment investigations. If the Principal determines that such facts, if true, would constitute bullying or retaliation, the principal will promptly commence a bullying investigation of the complaint.

Upon commencing a bullying investigation, the principal will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target, complainant, witnesses or interviewees regarding the bullying allegations. Such interventions may include, but are not limited to, creating a personal safety plan for the target or others involved; pre-determining seating arrangements for the target and/or the aggressor and/or others involved 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, target's or others involved schedule and access to each other. The principal or designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses or interviewees while the investigation is ongoing.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. The notification to the parents and guardians of the target will include the actions the school is taking to prevent further acts of bullying or retaliation. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state and federal confidentiality and student records laws and regulations, including 603 CMR 49.00.
- b. 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 or designee first informed of the incident will promptly notify by telephone the principal or designee 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, including 603 CMR 49.00 and 603 CMR 23.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of state and federal law and regulations, including 603 CMR 49.00, as well as locally established agreements with the local law enforcement agency. (parents/guardians may also make an independent decision to notify the local law enforcement agency.) Also, if an incident occurs on school grounds and involves a

former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent/guardian. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate. The principal must document the reasons for his or her decision to notify law enforcement.

- d. Notice to Other Parties. A principal may not disclose information from a student record of a target or aggressor to a parent/guardian unless the information is about the parent's/guardian's own child.

A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4)(e) and 34 CFR 99.31(a)(10) and 99.36. 603 CMR 49.07(3) is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

3. Investigation

The principal or designee will promptly investigate all reports of bullying, cyberbullying, 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 or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee 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 or designee, other staff as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Dighton-Rehoboth Regional School District policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

4. Determinations

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

Depending upon the circumstances, the principal or designee 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.

Upon an investigation and determination that bullying has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation. . The principal shall inform the target's parents/guardians what action is being taken to prevent further acts of bullying or retaliation. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee 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.

The bullying determination notice to the parents or guardians of the target must include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents or guardians of the victim must be provided with the following contact information: Program Resolution System Office, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

The principal will collaborate with special educators, guidance counselors, counselors and/or school adjustment counselors to provide counseling or appropriate referrals for services for targets, aggressors and families.

If, at any time during the bullying investigation and determination process, the Principal determines that potential discrimination or harassment on the basis of a protected class may have occurred, the Principal shall follow the district or school's policies and procedures for applicable discrimination or harassment investigations.

3. Response to Bullying

1. Teaching Appropriate Behavior Through Skills-Building: Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:
 - Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
 - Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;

- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; and
- Adopting behavioral plans to include a focus on developing specific social skills.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan, with the school's or district's code of conduct and applicable due process rights. Disciplinary action may include, but is not limited to detention, prohibitions or limitations on student's participation in extracurricular and/or athletic activities and other school-related events, as well as suspension from school.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act (IDEA), which should be read in cooperation with state laws and regulations regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action that may include, but is not limited to: detention, prohibitions or limitations on student's participation in extracurricular and/or athletic activities and other school-related events, as well as suspension from school.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to 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 or designee 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 or designee will work with appropriate school staff to implement them immediately.

4. Training and Professional Development

1. **Vulnerable Students.** The Dighton-Rehoboth Regional School District recognizes 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 one or more of these characteristics. The following training and professional development incorporates the specific steps Dighton-Rehoboth Regional School District will take to support these vulnerable students and provide all students with the skills, knowledge and strategies they need to prevent or respond to bullying or harassment.

2. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. The contents of annual staff training shall meet the requirements set forth in M.G.L. c.71, §37O. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
3. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
 - Developmentally (or age-) appropriate strategies to prevent bullying;
 - Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - Information on the incidence and nature of cyberbullying; and
 - Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Written notice to staff: The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Bullying Prevention and Intervention Plan

Please click on the link to see the plan.

Hazing Law

Hazing is illegal and never tolerated at Dighton-Rehoboth Regional School District. Students who organize or participate in hazing may be disciplined, including possible removal from school, and notification to the police.

M.G.L. Chapter 269: Section 17 Hazing Defined

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.

M.G.L Chapter 269: Section 18 Failure to Report Hazing

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

M.G.L Chapter 269: Section 19 Issuance to Students and Student Groups, Teams and Organizations; Report

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

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

copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

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

The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Statement of Non-discriminatory Practices

The Dighton-Rehoboth Regional School District does not tolerate discrimination against students, parents, employees or the general public on the basis of race¹, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status. The Dighton-Rehoboth Regional School District is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII 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; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Dighton-Rehoboth Regional School District's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of The District or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.

¹ Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, § 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." *Id.*

In addition to designating at least one administrator to respond to inquiries regarding the District's non-discrimination policies, the District has adopted grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability including meal modifications, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of the District's Civil Rights Grievance Procedures are available [here](#).

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available [here](#).

Ms. Brianne Kelleher
District Civil Rights and Title IX Coordinator
Office of the Superintendent
2700 Regional Road
North Dighton, MA 02764
Telephone: (508) 252-5000

See School Committee Policies ACAB, JBA, and JICFB.

Equal Educational Opportunity

Every person shall have a right to attend the public schools of the town where she/he actually resides, 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 schools. 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, immigration or citizenship status, disability or sexual orientation. M.G.L. c. 76, § 5.

Title IX of the Education Amendments of 1972

The Dighton-Rehoboth Regional School District does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Dighton-Rehoboth Regional School District is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, pregnancy or parenting status. The Dighton-Rehoboth Regional School District's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of The District or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the District's Title IX Coordinator(s) or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedures, available at the link provided above.

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, such as complaints of harassment and discrimination based on sexual orientation and gender identity, will be initially addressed through the District's Title IX Sexual Harassment

Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedures, available at the link above.

Upon receipt of a report of sexual harassment under Title IX, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint. Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

Any employee or student found to have engaged in sexual harassment may be subject to disciplinary action. Students found to have engaged in sexual harassment may be subject to disciplinary proceedings in accordance with procedures set forth in the disciplinary due process section of this handbook and applicable state and federal laws and regulations. Staff members determined to have engaged in sexual harassment may be subject to professional discipline including but not limited to possible termination of employment.

The District's Title IX Coordinator(s) are: Ms. Brianne Kelleher
Title IX Coordinator
Office of the Superintendent
2700 Regional Road
North Dighton, MA 02764
Telephone: (508) 252-5000

Civil Rights Policy for the School Food Service Program

The Dighton-Rehoboth Regional School District ("the District") is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 7953272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

In addition to USDA policy and federal law, the District provides benefits to all eligible individuals without discrimination in accordance with state civil rights laws. To this end, the District is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, homelessness, or disability. Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events.

The District will make meal modifications and/or substitutions, at no cost to the student or parent/guardian, for students who are unable to eat meals served in any Child Nutrition Programs because of their disability(ies). To request a meal modification and/or substitution based on your child's disability, please contact The District's 504 Coordinator and submit supporting documentation, including a medical statement signed by a state licensed healthcare professional or registered dietitian. Parents/guardians are encouraged to contact the District's 504 Coordinator, and submit supporting documentation. The medical statement must include the following

information: information about the child's disability that is sufficient to allow The District to understand how it restricts the child's diet; an explanation of what accommodations are necessary; and the food or foods to be omitted and recommended alternatives. A request for meal modification may be declined if such a modification would fundamentally alter the nature of the of Child Nutrition Program. See School Committee Policies ADF, EFC, and JQ, and the School Committee's Meal Charge Policy EFDA.

Dighton-Rehoboth Regional School District's 504 Coordinator can be reached at:

Ms. Brianne Kelleher
District 504 Coordinator
Office of the Superintendent
2700 Regional Road
North Dighton, MA 02764
Telephone: (508) 252-5000

School Bus Discipline Procedures

Students will not be dropped off the bus except at their regularly scheduled stop or at school. A permission note from home to a member of the administration is required for stops other than regularly scheduled stops. The enforcement of proper behavior is the responsibility of the bus driver. Any infraction of the bus rules will be brought to the attention of the student(s) involved by the bus driver. The sequence of notification is as follows:

1. A verbal warning and/or an assigned seat will be issued by the bus driver.
2. If a serious violation, or if a verbal warning did not result in corrective behavior by the student, the driver will complete a written Bus Conduct Report and submit it to a member of the administration.
3. The student will be spoken to by an administrator and the action taken will be noted.
4. If in the judgment of the administrator the student's behavior warrants it, or it is a **second** referral, the student will be placed on bus probation by the administrator. Any violation during the probationary period will result in the suspension of bus privileges.
5. If in the judgment of the administrator the violation was extremely serious or it was a **third** referral, a student will lose his/her/their bus privileges for an extended period of time. Acts of deliberate vandalism or acts that put the safety of the driver and the other students in jeopardy will result in immediate suspension from the bus and other potential discipline consequences including but not limited to suspension or expulsion from school, as appropriate. When a student is suspended from bus transportation, the administrator will verbally notify the student and parent. Such notification will be followed by written confirmation. A student who receives a bus suspension at the end of the school year may have the suspension continued into the following school year.

Parent/Guardian Involvement

School Council

The Massachusetts Education Reform Act of 1993 requires each school in the commonwealth to establish a school council. The council will consist of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent teacher organization under the direction of the principal; teachers who shall be selected by the teachers in such school; other persons, not parents or teachers of students in the school, drawn from various community groups. The school council shall meet regularly with the principal of the school and shall assist in the identification of the educational needs of the students attending the school,

in the review of the annual school budget, and in the formulation of a school improvement plan. See School Committee Policies BDFA and BDFA-E.

Gifts

School District employees must abide by strict ethical standards, including with respect to the acceptance of gifts. Elaborate gifts by parents or students to school personnel are discouraged. Letters to staff members are always welcome and are considered more appropriate than gifts as a means of expressing gratitude. See School Committee Policy JP.

Homeschooling

See [Homeschooling on our webpage](#).

See School Committee Policies IHBG and IHBG-R.

CORI Report Policy

All employees, interns, volunteers, chaperones, transportation personnel, and contractors working on school property may be subject to CORI and fingerprint background checks pursuant to M. G. L. c. 71, § 38R. The Dighton-Rehoboth Regional School District maintains a zero tolerance policy and any information on the CORI report, other than no record found, will result in the individual being denied employment, volunteering, chaperoning school activities, or working on school property. See also School Committee Policies ADDA and IJOC.

Visitors

The administration encourages parents to visit the school at any time to share in a specific activity that takes place during the course of a regular school day. Visitors, however, are asked to notify the main office of their child's school at least one day prior to the visit. School friends or relatives of the student are not allowed to visit school for the purpose of attending classes for part of or the entire school day. All visitors are required to report to the school office upon entering and leaving the building, sign a guest log showing arrival and departures times, and obtain a visitors pass. Please see the "Observations of Student's Program" section for more information regarding observation of programs.

See School Committee Policies ECA and KI.

Student Photo/News Release/Acceptable Use Policy

With the implementation of technology in education, many aspects of our school life will provide us with the opportunity to publish photographs and/or names of students. We have many printed, video and/or computerized publications which showcase all aspects of school life that are made available to the public. Parents will be asked to sign and return a Photo/News/Yearbook Release. This form will seek permission from parents for their child to be included in any photo, video, or school website that may be viewed by the public and for their child's photo to be used in the yearbook. Once this form is filled out and returned it will be used for the entire time that a student is in Dighton-Rehoboth unless otherwise indicated in writing to the Principal that the parent/guardian would like to change the permissions.

[Photo Release Form](#)

[DR Student/Parent Take Home Technology Form](#)

[Student User Contract for Internet Use](#)

[Acceptable Use Policy for Internet- Sign-off for Parent/Guardians](#)

Parent/Guardian Handbook Sign: You will be asked to sign this in Aspen

DRRHS

The following section pertains ONLY to students who attend Dighton-Rehoboth Regional High School **Motor Vehicle**

Parking on school property is a privilege, not a right and may be revoked at any time by an administrator as a result of a violation of this handbook, including but not limited to parking rules and attendance policy. Juniors and seniors may drive to school once they fulfill the requirements listed below in Part I. Underclass students who meet the requirements listed below in Part II may be granted permission to drive to school. Permission will be granted on an individual basis to underclass students. This procedure pertains to motorcycles and mopeds, as well as automobiles. Students driving to the school and parking at the school are expected to comply with all Massachusetts State Laws with regards to the registration and inspection of their motor vehicles. The School Committee has enacted a parking fee for all student drivers wishing to park on school premises during the regular school day. The fee is \$60.00 and must be paid by October 1st of each school year. Any student, who obtains his /her driver's license and has met the requirements below after January 15th, will pay \$30.00 for half of the school year.

I. Upperclassmen

- A. Juniors and Seniors must fill out the form "Application for Driving a Motor Vehicle to School" and file it with the administration. Applications may be secured in the main office or online at www.drregional.org.
- B. Once a parking permit is approved and issued, it must be displayed on the automobile as directed in the "Application for Driving a Motor Vehicle to School" that is given to each student.

II. Underclassmen

- A. Underclass students with an after-school job or participating in after-school activities and needing their motor vehicle to arrive at the job on time may apply for authorization to drive.
- B. Underclass students who have other school commitments (football practice, play rehearsal, etc.) that require them to be in school beyond 2:45 each day may also request authorization to drive.
- C. Underclass students must fill out the form "Application for Driving a Motor Vehicle to School" and file it with the administration.
- D. Once a parking permit is approved and issued, it must be displayed on the automobile as directed in the "Application for Driving a Motor Vehicle to School" sheet that is given to each student.

III. Emergency situations

- A. The student who unexpectedly drives a motor vehicle to school because of an emergency situation must bring a written parental explanation to the office upon entering school that day. A temporary pass will be issued.
- B. Exceptions are made on a day-to-day basis and not for extended periods of time.
- C. Motor vehicles must be registered with the office or signed in daily. Violators will be subject to suspension of driving privileges and possible disciplinary action.

IV. Driving and parking regulations

- A. All motor vehicles must enter and leave the parking lot in a slow and careful manner. There is a firm 10 M.P.H. speed limit on school property, and all drivers and their passengers must wear safety belts. Any violation of the 10 M.P.H. speed limit, failure to adhere to safety belt regulations, or reckless use of a motor vehicle will be cause for automatic suspension of the driving privilege. The first offense will result in three (3) weeks suspension of the driving privilege; for the second offense, a suspension of the driving privilege for the remainder of the semester will occur.
- B. In order to retain the privilege of driving on school grounds, each student driver must drive in a responsible manner while driving to and from school.
- C. Students with driving permits who exhibit persistent and/or excessive tardiness (more than 8 in a

semester) to school will lose their driving privilege.

- D. Students may only park in the designated student parking areas as outlined in the information that accompanies the “Application for Driving a Motor Vehicle to School”. Students are not permitted to park in the reserved spaces. A first offense will result in one (1) night office detention. A second offense will result in a suspension of driving privileges for up to three (3) weeks. A third offense will result in a suspension of driving privileges for the remainder of the semester.
- E. The vehicle, any contents within the vehicle, and any passengers are the sole responsibility and liability of the driver.
- F. Students cannot sit in their vehicles or remain in the parking lots for extended periods of time. Upon arrival to school, students are expected to enter the building and upon dismissal from school, students are expected to leave the parking lot.
- G. Students parking in either spaces marked reserved or in areas not designated for parking will be subject to loss of parking privileges and/or towing.
- H. Any student, who does not properly display a parking sticker after October 1, without appropriately notifying the office, may be towed at his/her own expense.
- I. If it becomes necessary to tow a vehicle for any reason, the cost will be charged to the student.
- J. Student cars parked on school grounds are subject to search in accordance with applicable law and policy. *See School Searches* section, above.
- K. Drivers shall not pass school buses when passengers are being picked up or discharged. Drivers must come to a full stop when approaching a vehicle that is displaying a “School Bus” sign and flashing front and rear red lights, and has stopped to let passengers off. See M. G. L. c. 90, § 14 (punishable by fines and loss of license for repeat violations). With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B.

Grading

Student Information System: Aspen

Dighton-Rehoboth School District utilizes the Aspen Student Information System to maintain student information, scheduling, attendance, discipline, and grading. A student’s profile is available online through a parent login, and can be accessed through a hyperlink that is on the school’s web page. If you do not have a login or need help, please contact the School Counseling Office at (508) 252-5050 x 5605 or email Kathy Shillan at kshillan@drregional.org.

Understanding Grades and Grade Point Averages

Grades are earned for every class, including electives. Teachers maintain an online gradebook in Aspen. Every class is different, and teachers determine the weight of each assignment in their Aspen gradebooks. Not all assignments are weighted equally. For example, a teacher might have in-class quizzes count as 20% of an overall grade and unit tests or projects count as 50% of a grade. There are many ways to set up an Aspen gradebook, so it is important that students know how their teachers weigh their assignments. If students or parents have questions about grading, they should contact the teacher directly. Students are responsible for understanding how they are being graded.

As assignments are graded, teachers input students’ grades into the Aspen gradebook, and Aspen calculates a numerical average based on the weights of the assignments. At the end of a term, students have a final numerical average. Aspen then translates the numerical average into a letter grade as indicated on the chart below. Letter grades appear on report cards.

Letter Grades and Numerical Equivalents			
A+ (97-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A (93-96)	B (83-86)	C (73-76)	D (65-66)
A- (90-92)	B- (80-82)	C- (70-72)	F (0-64)

All classes have midterms and final exams. Each exam counts as 10% toward the overall grade for the class.

Full-year Class Grade Calculation Formula					
Term 1	Term 2	Midyear Exam	Term 3	Term 4	Final Exam
20%	20%	10%	20%	20%	10%

Semester-long Class Grade Calculation Formula		
Term 1	Term 2	Exam
45%	45%	10%

Graded Weight System

In courses designated as “Honors Level” or level 2, a weight of 1.10 is used to increase the value of the grade. In courses designated as “Advanced Placement” or “AP” level 1, a weight of 1.25 is used to increase the value of the grade. In courses designated as “College Prep” level 3, a weight of 1.0 is used.

Note: the grade received on the report card is not changed, but the grade point average in figuring rank-in-class does become affected by these ratios.

Level	Description	Weight
1	Advanced Placement	1.25
2	Honors	1.10
3	College Prep/Vocational	1.0

Report Cards

Report cards are issued four times each school year through the Student Information System - Aspen. All report cards have provisions for comments on the school-wide expectations by each teacher. Parents may consult teachers and counselors at any time concerning the progress of students. Parents may also request, at any time, that a report of progress be sent home.

Students and parents are expected to use their Aspen accounts to monitor grades. Teachers are expected to update Aspen gradebooks every 10 days. If grade clarification is needed, please follow the following order for explanation and/or resolution:

1. Consult with your child.
2. Contact the specific teacher of the course in question.
3. Contact your child’s school counselor.

If you need your child’s username and password for Aspen, please contact the School Counseling Office via an email to kshillan@drregional.org or phone (508) 252- 5050 x 5605.

Final Grades and Exams (High School)

Final grades at the end of the semester are calculated using a standardized formula.

For Semester Courses:

T1	T2	FINAL
45%	45%	10%

For Full Year Courses:

T1	T2	MIDYEAR	T3	T4	FINAL
20%	20%	10%	20%	20%	10%

NOTE: All textbooks and class materials are collected at the end of the course. Parents and guardians will be responsible to reimburse the school for any unreturned and/or damaged materials. No refunds will be made in cases where a lost book has been paid for and then found.

Seniors who receive a grade of an 85% or better in the second semester will be exempt from final exams.

Make-Up Work

All students are allowed to make up work that they missed due to absence unless cutting class or truant. If a student is absent due to illness, a parent/guardian may call the school to request homework assignments. Upon a student's return from an absence, it is the student's responsibility to contact the teacher within two (2) days, regardless of whether they have class or not, to make arrangements to make up any missed assignments and/or assessments. A reasonable time limit to complete the makeup work will be determined by the classroom teacher and a specific date for submission of the make-up work will be given to the student involved. If a student does not make-up the work within the timeframe set by the teacher, a grade of zero (0) will be assigned.

Course Add/Drop Procedure

Our course schedule and teacher assignments are developed based on information that we receive from our students and their parents or guardians in the winter and spring about course choices. Requests for changes will only be honored after the teacher, Department Heads, school counselor, and the appropriate administrator have carefully considered the reasons for the proposed changes and only if space and resources are available.

Students who wish to drop or change a class must submit a **Course Change Form** to their school counselor that has been signed by a parent or guardian, the teacher whose class is being dropped, the appropriate Department Head, the school counselor, and the appropriate school administrator.

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

This procedure has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. Once the school year has begun, schedule conflicts, oversubscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring.

Course Level Transfers

When a student transfers from one level to another in the same year, the student must complete the *Course*

Level Change Request Form available in the School Counseling Office. No student's course level change will be honored unless the student has fulfilled the obligations set forth in the *Course Level Change Request Form*. No course level change can occur after the third week in October.

COURSE LEVEL TRANSFERS	SEMESTER COURSES	YEAR-LONG COURSES
Before Add/Drop Period 3 rd Friday in September	Grade does not transfer. Student will make-up work in new course	Grade does not transfer. Student will make-up work in new course
After 3 rd Friday in September but before 3 rd Friday in October	Student cannot change a semester course at this time	Grade Transfers by +/- 10 points for each level change
After Semester 1 Must have Principal approval for extenuating circumstances		A student will receive a W (withdrawal) in the student's current course on his or her transcript. The student's final grade will be determined from the student's performance on his or her new course. The grade from the prior course will still transfer by +/- 10 points for each level change.

Partially Completed Courses:

- In the event a student is medically excused from a year-long course and has completed a semester in that course, then the student whose semester grade is passing should receive 2.5 credits for the half year and a WP (Withdrawal Passing) as a final letter grade. In the event the student is failing the course at the point of withdrawal, then the student will not earn credits and will receive WF (Withdrawal Failing). A WP or WF will not count toward a student's GPA. Students will not receive prorated credits beyond 2.5 for any full- year courses partially completed in semester 2. Prorated credits do not count toward graduation requirements

Lateral Transfers:

- Students are not allowed to make lateral transfers (those that do not involve a change in level). In the event a student needs to make a lateral move as a result of an unforeseen schedule change, the student's grade should be transferred to the new teacher and weighted accordingly.

Promotion Requirements

1. The total number of credits required =120. Please see the Program of Studies for complete information.

All students must meet the following standards for their respective grade levels in order to be promoted to the next grade:		
Grade Promotion:	Minimum # of Credits:	
Must Pass:		
Grade 9 to 10	27.5 credits	Math/ELA
Grade 10 to 11	60.0 credits	Math/ELA
Grade 11 to 12	92.5 credits	Math/ELA

Note:

- The Principal waive, delay or alternative

has the authority to approve an pathway for the

- completion of graduation course requirements when any difficulties arise.
- This reflects minimum recommendations. Depending on the area of concentration, some colleges or universities may require additional coursework. For many colleges, it is recommended to take four years of social studies, science, and foreign language.
- A senior in their last year must earn a minimum of 17.50 credits.

Local Graduation Requirements

Specific graduation requirements include a minimum of:

- 4 years of English for 20 credits
- 4 years of Math for 20 credits
- 3 years of lab-based Science for 15 credits
- 3 years of Social Studies for 15 credits
- 2 years of the same Foreign / Technical Language (includes CTE) for 10 credits (recommended to have 3-4 years for certain colleges)
- 2 semesters of Physical Education (PE) for 5 credits for the Class of 2024; 3 semesters of Physical Education for 7.5 credits for the Classes of 2025, 2026, and 2027
- 5 credits of Fine and Practical Arts

GPA

- To provide clarification and consistency regarding the determination of grade point average for transfer students and to ensure equity with students who have attended Dighton-Rehoboth Regional High School for the duration of their academic career, the following procedures will be observed:
 - o Only courses completed at Dighton-Rehoboth Regional High School contribute to the student's grade point average. However, transfer credit is awarded for courses taken at other institutions. For example: courses are transposed onto the DR transcript as "*Transfer English*" with the letter grade and credit earned.
 - o Courses taken in summer school, credit recovery or through tutoring are awarded Pass/Fail

Percentile Placement

- Students at Dighton-Rehoboth do not receive class rank. However, a student's percentile placement will be denoted on their transcript. The student's percentile placement will be run officially at the end of each semester.
- The salutatorian and valedictorian will be determined after the completion of the 3rd term of the student's senior year. Since senior year will not be completed at the time of the salutatorian and valedictorian is determined, a modified calculation will be used to determine salutatorian and valedictorian senior year only with the following weights: Term 1- 30%, Term 2- 30%, Term 3- 30%, and Midterm Exam- 10%. A student's official final grade that appears on the student's transcript will still be calculated with the following weights: Term 1- 20%, Term 2- 20%, Midterm Exam- 10%, Term 3- 20%, Term 4- 20%, and Final Exam- 10%.

Honor Roll

At the end of each marking period, recognition will be given to those students who achieve academic excellence. Levels of achievement are determined as follows:

High Honors	A- or higher in all subjects.
Honors	B- or higher in all subjects.

Competency Determination Requirements for Dighton-Rehoboth Regional High School Students, [Policy IKF](#)

Beginning with the graduating class of 2027, a student will earn the Competency Determination where:

- a. The student has shown mastery of a common core of skills, competencies, and knowledge in English language arts, mathematics, science, and history; and
- b. The student has satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the Massachusetts academic standards and curriculum frameworks. In this regard, the student must satisfy the following:
 1. **English Language Arts:** The student must satisfactorily complete coursework in the equivalent of **English 9 and English 10**.
 2. **Mathematics:** The student must satisfactorily complete coursework in the equivalent of **one year of Algebra I and one year of Geometry**.
 3. **Science:** The student must satisfactorily complete coursework in the equivalent of **two full-year laboratory science courses**, demonstrating mastery of the Massachusetts Science and Technology/Engineering Curriculum Frameworks.
 4. **History and Social Science:** The student must satisfactorily complete coursework in the equivalent of **World History and United States History I**.
- c. The principal or designee shall verify successful completion of the required coursework and certify that the student has met the Competency Determination requirements in accordance with District Policy IKF.

Graduation Ceremonies

There are established rules and procedures that regulate the graduation ceremonies. These rules, which are disseminated to the seniors at graduation rehearsals and reviewed with them by the Principal, specify who may participate, the conditions of participation, and the general procedures. In order to participate in the graduation ceremonies a senior without the requisite credits/courses must be able to complete their graduation credits before the conclusion of the graduation school year. This plan must be set with administration approval. Students who violate the rules and procedures that govern the graduation ceremony shall have their diplomas withheld. The student will then have to appear before the School Committee or the school committee designee to request the release of his/her diploma. The release of any diploma shall not be automatic upon request. Participation in graduation ceremonies is a privilege, not a requirement; a student may be denied participation in graduation when personal conduct or failure to meet obligations so warrants.

School Choice

The Dighton-Rehoboth Regional School District is participating in the Commonwealth of Massachusetts' School Choice Program for the 2026-2027 school year. School Choice is a state program that allows non-Dighton and non-Rehoboth, Massachusetts residents to attend the Dighton-Rehoboth Regional High School. There will be a total of 30 available opportunities all based on a first come first serve basis. Transportation will not be provided by the district.

Career and Technical Education Program

An admission process is necessary in vocational-technical programs where there are more applicants than openings, and space is a limiting factor. Vocational-technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories may lack both space and staff to accommodate the possible needs and/or interests of all applicants.

As a result, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to Vocational/Technical programs in grade nine will spend the first half of the school year being exposed to every available career pathway as well as have an opportunity to experience at least four career areas in greater depth. At the beginning of 2nd semester students will be given an opportunity to experience a specific career pathway for an extended amount of time. Shortly after the 3rd term, students will make their final selections for permanent placement for the upcoming school year. All students are evaluated in every rotation starting at the beginning of the school year. In addition to attendance and discipline, these evaluations are relied upon for final placement. Final placements will be confirmed and mailed home to the parents or guardians of all students interested in the vocational-technical programs at Dighton-Rehoboth Regional High School. The Admissions Procedure is available upon request at the Career & Technical Education Office (508) 252-5030.

Program Requirements:

In addition to completing DRRHS graduation requirements, CTE students enrolled in any of the following programs: Automotive Technology, Carpentry, Engineering Design & Drafting, Early Childhood Education, Marketing, Media Studies, and Advanced Manufacturing will be eligible for a Certificate of Occupational Proficiency (C.O.P.) along with their DRRHS diploma.

The Education Reform Act, 1993 which established the Certificate of Occupational Proficiency - M.G.L.c.69 section 1D (iii) states: The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world.

DRRHS will offer three levels of attainment: Participation, Proficiency, and Mastery. For all awards, students must pass 3 full years (30-40 credits depending on program) of the same CTE pathway (exclusive of exploratory), obtain an OSHA 10-hour General Safety credential (or equivalent), pass the Workplace Readiness examination and obtain over 75% proficiency or mastery of the skills contained in their specific Career/Vocational Technical Framework. Additional credentials may apply, depending upon the career pathway. Awards of Participation, Proficiency, and Mastery are based upon above accumulated credentials and competencies.

CTE Participation Requirements:

For information regarding admission into the District CTE program please see the District's [Admission Policy for Career/Vocational Technical Education Programs](#)

All students that participate in ANY CTE LAB, including students in Exploratory and Elective areas are expected to arrive in their classroom/lab prepared to actively engage in the course offerings. The following guidelines are strongly enforced. Students who do not abide by these requirements are not allowed to participate, and are responsible to stay after school to make up for the missed work. These guidelines are reflective of the professional requirements found in industry and are in place for student and overall shop safety and operation.

1. Electronic devices are only allowed as directed by the teacher as part of the instruction. Phones, MP3, headphones and similar electronic media must be turned off and put out of sight at all times.
2. For Automotive Tech, Carpentry, Machine Technology, Exploratory, and all Electives in these career labs, the following is required in order to participate in the class:
 - a. Safety glasses must be worn at all times (Exploratory students receive one pair at no charge). If replacement glasses are needed, an additional pair may be purchased in the CTE Office)

- b. Work boots – must be durable and laced up. Steel-toed boots are preferred.
 - c. Clothing – a change of work clothes is recommended. Arms and legs must be covered, and clothing should not be susceptible to getting caught in machinery.
 - d. Jewelry – such as necklaces, earrings, rings, and watches be removed, as per teacher request, for the safe operation of specific machines and equipment.
 - e. Hair – long hair must be tied back and out of the way to assure safe operation of specific machines and equipment.
3. Students in Early Education & Care, Drafting Design, Marketing, and Television Production require professionally appropriate clothing as reflected in industry.

Cooperative Education Program

The Cooperative Education Program is a continuation of the school program that provides qualified Ch. 74 senior students with an employment opportunity in a specific career setting. The work engaged in must be directly related to the career in which the student has been trained and Cooperating employers agree to provide additional training as specified by the school. Students participating in this program work during their scheduled shop time. The employer reports student performance to the school on a regular basis and students are paid for their work.

Students must have been enrolled for at least one and one half years of full time study in a specific vocational technical program to be eligible.

Eligibility for the Cooperative Education Program is met during the junior year and is based on the following criteria:

- A student must maintain a 95% attendance rate.
- A student must maintain a grade point average of 70% or better and receive no grade lower than 65% in any course.
- A student must maintain a conduct/effort grade level of 2 or better.
- A student must meet minimum program competency requirements and receive the recommendation of the CTE instructor, Director of CTE programs and School Counselor.
- A student not meeting these criteria will be reviewed following term 2 progress reports during the senior year.
- A student may be removed from the Cooperative Education Program if one or more of the following conditions exist during terms 2-4 of the senior year:
 - The student receives a failing grade in any subject
 - A student receives a conduct grade average of 3 or 4
 - The student is absent more than three (3) unexcused absences in a term
 - A student participates in behavior leading to disciplinary suspension from school
 - A student fails to return time slips, weekly work reports and/or evaluations to school

Final determination of eligibility is at the discretion of the Director of CTE.

CTE Electives

CTE elective courses provide students with opportunities to explore many of our vocational areas. Students who participate in CTE electives receive instruction as guided by the DESE Vocational Curriculum Frameworks. Students will be assessed throughout the course on Safety, Skill knowledge and application, Employability, Entrepreneurship, and Technology.

Please refer to the Dighton-Rehoboth Regional High School Program of Studies for detailed information. These courses are offered without bias to all students. If you have any questions about the district's policy about equal opportunity or 504 regulations, please contact Ms. Brianne Kelleher, Title IX Coordinator (2700 Regional Road, North Dighton, MA, 02764 or 508-252-5000.) or your child's school counselor.

Summer Assignments

- **Summer Reading:** In order to encourage a lifelong love of reading, develop critical thinking skills, and foster vocabulary development, all students at Dighton-Rehoboth Regional High School are required to complete summer reading. All students enrolled in a college level English class will read one title. Students enrolled in honors will read two titles and those AP courses will read three titles. Much care and effort are taken to assign relevant and engaging titles. In the fall, summer reading selections will be assessed in numerous ways, such as in-class essays, discussions, and projects. All students are expected to have read the work before school begins in September. Students will earn a grade for their work. Any work not completed will receive a zero.
- **Other Courses:** AP and honor courses may also require a summer component in order to best prepare you for your upcoming course. Students are responsible for checking the website for course specific summer assignments.

Credit Recovery

Students may attend an accredited night school or summer school, or register for approved online courses, as determined by the Principal, for the purpose of:

1. Making up a failing grade in a major course required for graduation (maximum of two classes)
2. Acquiring a maximum of 10 elective credits for graduation (seniors only).

Students who enroll in credit recovery courses will receive pass or fail grades upon completion. Students are only allowed to take up to 5 credits each school year unless the student receives the approval of the administration to obtain more credits. A contract requiring approval of the administration can be picked up in the School Counseling office.

The following rules govern both summer school and night school attendance:

1. The student must meet with their counselor two weeks in advance of the starting date of summer school or night school to develop and document a written proposal of attendance.
2. The student's school counselor, and the principal must give their written approval of summer school or night school attendance if the course(s) undertaken, and subsequent grade(s) and credit(s) are to be recognized by Dighton-Rehoboth Regional High School.
3. In order to attend an approved summer/night/online school or register for a night/online/summer school course, the student must have a grade of at least 50 in the failed course or receive administrative approval.

Exceptions to any of the above rules or procedures may be requested in writing and approved by the principal.

College and Career Testing

Dighton-Rehoboth Regional High School is a test center for the College Board. Registration bulletins and college testing booklets are available in the School Counseling Office.

- **ACT – American College Testing:** This assessment is used throughout the country by college and university admission offices. Somewhat like the SAT Test it is curriculum-based and includes tests related to subject areas: English, mathematics, reading, science reasoning, and writing. Each subject area is given a scaled score between 1 and 36. Those area **scores** are then averaged into your composite score, which also ranges between 1 and 36.
- **AP - Advanced Placement Testing:** Three-hour tests administered in May each year at Dighton-Rehoboth Regional High School for students seeking advanced standing or credit in college in certain subject areas.
- **PSAT/NMSQT – Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Tests:** The PSAT is a practice test for the SAT-I and students who are considering education after high school. It is generally taken in October of the student's junior year. Students are made aware of the test

date via announcements, and checks made payable to the high school covers the administration of the test.

- **The SAT Test:** Taken most often in the junior year and again in the fall of the senior year, it is often required for admission to many colleges. The SAT is scored on a scale from 400 to 1600. You'll get two section scores, one for Math and one for Evidence-Based Reading and Writing (EBRW), which is essentially your Reading and Writing sections combined. The scale for both Math and EBRW ranges from 200 to 800.

Field Trips

To be eligible for field trips, students must have good attendance, and demonstrate acceptable behavior in every class. Therefore, missing scheduled classes to attend field trips, or other functions identified by school administration, will not be allowed for students who do not meet all of the following criteria:

1. Meeting attendance guidelines and Saturday School obligations as assigned
2. Meeting all disciplinary obligations, including teacher and administrator assigned detentions

Final discretion on a student's participation will be determined by the Principal.

See School Committee Policy JJH

Proms and Dances

1. Attendance at proms and dances is a privilege, not a right.
2. The following procedures will be followed for all proms and dances.
 - a. All rules applicable to school-sponsored events apply at proms and dances.
 - b. Students with excessive absences will be denied purchase or have purchased tickets revoked by the administration; students must be in school for the minimum amount of time in order to attend.
 - c. Students may be denied purchase or have purchased tickets revoked by the administration as a consequence for or in connection with a disciplinary infraction.
 - d. Outside guests must be pre-registered (1 per student).
 - e. Guests are subject to the same regulations as Dighton-Rehoboth students.
 - f. Students must arrive within one hour of the scheduled starting time or they will not be admitted unless accompanied by a Parent/guardian or upon receipt of a call from a parent. Written notes will not be accepted.
 - g. The parents of students who do not arrive will be contacted by the advisor.
 - h. Students may leave a dance or prom no earlier than one half-hour before the end of the dance unless the parent or guardian of that student comes to the dance or prom to pick up his or her child. The date or friend of that student may not leave prior to one half hour before the scheduled end of the dance unless the Parent/guardian of that student (date or friend) has made arrangements with the administration in advance.
 - i. A mandatory Breathalyzer test is required at any dance or prom.
 - j. Respectful and safe environment for all attendees. All outside guests must be under the age of 21 years old.

Voter Registration

Dighton-Rehoboth Regional High School encourages students who are of voting age to engage in the democratic process. Voter registration forms are available in the main office for students who have reached the voting age of 18. They can also be requested online at

<http://www.sec.state.ma.us/ele/elestudents/studentsidx.htm>. Massachusetts State Law allows pre-registration if you are 16 and over.

Locks for PE

Locks that are the property of the school will be placed on all physical education lockers. Lockers and combinations will be distributed by teachers at the beginning of each school year. At the conclusion of the school year, lockers are to be emptied of their contents so that cleaning can be done. If not, items found therein will be discarded.

Late Buses

Late buses will be provided for students who have a valid reason to stay after school. The late buses for Dighton and Rehoboth will depart between 2:40-2:50 (depending on route) and will be boarded at the exit by the Media Center, with a valid late bus pass. Late buses will bring students to either town's elementary school where students must transfer to a specific bus to complete their ride home. There will be **no** late buses on Friday. The behavioral expectations for students riding the late buses are the same as those for students who ride the buses to school at the start of the day and for students who ride the buses home immediately after school. The consequences for infractions are more stringent, though, because the late bus is a privilege that does not have to be offered, and high school students are expected to be good role models for the elementary and middle school students with whom they ride the late bus. For a first offense, a student will be assigned three (3) office detentions and lose the right to ride the late bus for two (2) weeks. For a second offense, or first offense deemed serious in nature by the bus driver and administrator, a student will lose his/her right to ride the late bus for the remainder of the semester.