Dudley-Charlton Regional School District
68 Dudley-Oxford Road
Dudley, Massachusetts 01571

Dear Parent(s)/Caregiver(s):

We have prepared this handbook in order to provide you with an overview of the elementary schools in the Dudley-Charlton Regional School District. On the following pages, you will find a summary of information pertaining to operating procedures and general school regulations.

The primary purpose of our elementary school curriculum is to provide children with opportunities to gain and apply knowledge, to acquire skills in thinking and communicating, and to develop an understanding of social responsibility.

Our team of educators is committed to the growth and development of each child through an educational program based on high expectations and a commitment to excellence, achievable through the full support of parents and educators working together. We recognize that family involvement in students' learning has a critical influence on students' achievement.

We look forward to working with you during your child's elementary school years, in order to provide opportunities for each child to reach his or her maximum potential.

"...to advance the knowledge and well-being of our children and our community."

DISTRICT ELEMENTARY SCHOOLS DIRECTORY

Mr. Steven M. Lamarche
Superintendent of Schools
68 Dudley-Oxford Road
Dudley, MA 01571
(508) 943-6888
Fax (508) 943-1077
District Website: www.dcrsd.org

CHARLTON ELEMENTARY SCHOOL

(PreK – Grade 1)

Mrs. Laura Ramos, Principal
9 Burlingame Road
Charlton, MA 01507
(508) 248-7774
Fax (508) 248-7003
lramos@dcrsd.org

HERITAGE ELEMENTARY SCHOOL

(Grades 2 – 4)

Mr. Peter Olson, Principal
34 Oxford Road
Charlton, MA 01507
(508) 248-4884
Fax (508) 248-1109
polson@dcrsd.org

MASON ROAD ELEMENTARY SCHOOL

(PreK – Grade 1)

Mrs. Jennifer Desto, Principal
20 Mason Road
Dudley, MA 01571
(508) 943-4312
Fax (508) 949-1005
jdesto@dcrsd.org

DUDLEY ELEMENTARY SCHOOL

(Grades 2 – 4)

Mr. Christopher Audette, Principal
16 School Street
Dudley, MA 01571
(508) 943-3351
Fax (508) 949-3305
caudettte@dcrsd.org

Nondiscrimination Policy Statement

It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity. **Discrimination, including that based on race, color, sex, religion, national origin, ancestry, disability or sexual orientation of an individual occurring in the workplace or in other settings in which individuals may be entitled access to educational opportunity is unlawful and will not be tolerated by this organization.** Further, any retaliation against an individual for cooperating with an investigation of a discrimination complaint is similarly unlawful and will not be tolerated. To achieve our goal, acts of discrimination or harassment will not be tolerated and we have provided procedures by which inappropriate conduct will be addressed, if encountered by an employee, student or member of the community.

The following person has been designated to handle inquiries regarding nondiscrimination policies:

Mr. Steven Lamarche, Superintendent of Schools
Shepherd Hill Regional High School
68 Dudley-Oxford Road
Dudley, MA 01571
508-943-6700

Asbestos Notification

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act).

Asbestos management plans have been developed for the following list of educational facilities grades K-12, which have asbestos containing materials present. These plans are available and accessible to the public at each individual facility as well as at the LEA administrative office.

	Educational Facility Name	***Address***
1.	Shepherd Hill Regional High School	68 Dudley-Oxford Road Dudley, MA 01571
2.	Dudley Elementary School (No Asbestos Present)	16 School Street Dudley, MA 01571
3.	Mason Road School (No Asbestos Present)	20 Mason Road Dudley, MA 01571
4.	Charlton Elementary School	9 Burlingame Road Charlton, MA 01507
5.	Heritage School (No Asbestos Present)	34 Oxford Road Charlton, MA 01507
6.	Dudley Middle School (No Asbestos Present)	70 Dudley-Oxford Road Dudley, MA 01571
7.	Charlton Middle School (No Asbestos Present)	2 Oxford Road Charlton, MA 01507

HOME-SCHOOL COOPERATION

One of the key elements of a child's success in school is the cooperation that is shared by both parties: the home and the school.

It is very important that we work together to ensure your children receive the best education that is available to him or her.

The school year calendar offers two opportunities for parents/guardians to conference with your child's teacher. It is important that you make a serious effort to attend. It is our hope that you would make numerous inquiries relative to your child's progress with either a note, telephone call, or an e-mail.

We are here to ensure that you and your child have a very successful school year. We need everyone to do their part.

HOME-SCHOOL COMMUNICATION

The importance of home-school communication is significant in its contributions to the success of individual students and the overall success of the school program. Home-school communication plays an important role in ensuring positive educational growth and social development for children. In an effort to facilitate communication, the following opportunities are provided throughout the school year:

Parent/Caregiver Teacher Conferences are scheduled in the fall and spring each school year. However, individual parent/caregiver teacher conferences can be scheduled throughout the school year as needed. Conferences can be initiated either by the school or by the parent.

Progress Reports will be sent home three times during the school year in November, March and June.

Communication with the Home: Efforts to strengthen the lines of communication between home and school include newsletters, district/school website (www.dcrsd.org), classroom blogs and websites, informal teacher communication, narrative reports, and other appropriate instruments of communication.

CONTACTING THE SCHOOLS

When you have a concern about your child's educational program, your first step should be to contact the teacher at the school. Should your problem remain unresolved, then contact the building principal. The teacher and the principal, as trained professionals, are interested in the welfare of each child, and a majority of problems can be resolved at this level. Please note, should your concern regard something happening at a before-or-after school, including Champions, you should contact the before-or-after school program directly.

SCHOOL VISITS

For student safety, all visitors must report to the Main Office upon entering the building. It is important to call ahead to arrange a visiting time. **Conferences may be arranged by calling the school. CORI checks are required for all volunteers.**

WITHDRAWAL OF STUDENTS

Students, who move from our school district to another community, will have their withdrawal processed through the Main Office. A transfer card will be issued and a record release form must be signed so that cumulative records may be forwarded to the receiving school upon request.

DISTRICT RESIDENCY REQUIREMENTS

In accordance to Massachusetts General Law Chapter 76, School Attendance, Section 5, Place of attendance and DCRSD Policy "School/Admission Residency" #5118:

Every person shall have the right to attend the public schools of the town where 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.

Students must be full time residents of Dudley or Charlton in order to attend the schools in the Dudley-Charlton Regional School District. Any person who is not a resident and attempts to deceive the schools, or anyone who assists in that deception may be required to pay a fee to the town of Dudley or Charlton. If there is a question of residency, a residency check will be conducted by the school attendance officer, who is a police officer for the Dudley or Charlton Police Departments.

OPERATING PROCEDURES

SCHOOL ATTENDANCE POLICY

Regular and consistent attendance is essential to learning and to improving the achievement of all students. The goal of the student attendance policy is to promote consistent, daily school and class attendance. The expectation is that all students will have, at a minimum, at least ninety five percent (95%) attendance in school and in each class during each school day.

In supporting student achievement, punctuality and attendance at school are recognized as the primary responsibility of the student and the parent/caregiver. However, the school, through its attendance policy, intends to monitor and ensure regular attendance.

State law requires the Dudley-Charlton RSD to investigate cases of excessive school absence. For this purpose, the Committee defines excessive absence as more than ten (10) unexcused absences per school year. All absences (even those authorized by parents/caregivers) are considered unexcused unless the required documentation is provided.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine (with a doctor's note)
- Bereavement or serious illness in family
- For observance of major religious holidays
- Legal (with documentation from the court, lawyer etc.)
- Other - a student may be excused for other absences with approval from the school principal. Additionally, high school seniors may be excused for up to four (4) days for college visits. Appropriate documentation from a college visit or college fair attendance will be required in order to receive credit for the days.

Documentation for the above absences should be provided to the school principal or designee within five (5) school days of the absence. Documentation provided after ten (10) school days may require a meeting with a principal or designee.

Additionally, principals or designee must ensure that notification is provided to the parent or caregiver of a student who has five (5) or more unexcused absences within a school year. School principals, or a designee, must make a reasonable effort to meet with the parent or guardian of a student who has five (5) or more unexcused absences to develop a plan that includes the specific action steps necessary to address the student's poor attendance. The plan, including the action steps, shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent or guardian, and may include suggestions from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

In a case where parents or guardians are unresponsive to the school administration's efforts to develop a plan and implement action steps designed to address poor attendance, or in the case where a plan is in place and poor attendance continues, excessive unexcused absences will require unilateral assessment and intervention by the school administration. Interventions may include involvement of a School Resource Officer and the Dudley or Charlton Police Department, case management services, and service referrals. In situations in which attendance does not improve despite additional intervention by the school administration, the school may take one or more of the following actions:

- A Failure To Send, Criminal Complaint, against the parent/caregiver will be sought at the District Court
- A 51A for parental neglect will be filed with the Department of Children and Families

• A Child Requiring Assistance (CRA) application may be submitted to the Trial Court of Massachusetts Juvenile Court Department.

Reference DCRSD Policy JE

ABSENCE BEING CHECKED

The elementary schools in the Dudley-Charlton Regional School District have implemented **Project ABC (Absence Being Checked).** The purpose of this project is to:

- Confirm with parents/caregivers the absence of the child from school.
- Attempt to ensure the safety of elementary students.
- Continue to develop, extend, and enhance the lines of communication between the home and the school.

In the event of student absence from school, we ask for your cooperation. **PLEASE CALL THE SCHOOL OFFICE TO REPORT YOUR CHILD'S ABSENCE prior to 9:00 A.M.** Between 9:00 – 10:00 A.M. a call from the school will be made to the home of any student whose absence has not been reported.

In addition:

- During school hours if you are going to pick up your child for any reason, you must come to the office and sign him/her out.
- Students should not arrive or be dropped off at school prior to 8:30 A.M.

Absenteeism due to Family Vacations

Absenteeism due to family vacations are considered unexcused absences and are counted towards accumulated absences. The following procedures should be followed if a vacation time is planned during scheduled school days:

- A vacation notification form should be completed prior to departure.
- Class work that the student misses during this time period will be saved and given to the student upon their return from school.

CAFETERIA

The Dudley-Charlton School District serves hot lunches at all elementary schools. The lunches are nutritionally balanced and follow the state guidelines for Plan A lunch menus. All elementary schools provide a monthly menu which advertises daily meals. Menus can also be found on individual school websites. Milk can be purchased separately by students who bring their own lunches.

The School Lunch Program is partially subsidized by state, local and federal funds as well as the federal commodity surplus program.

Free or reduced charge, school lunches are available to families whose income and size are within certain federal guidelines. Application forms (which indicate the guidelines) are provided to all families. Eligible families should return the application to the principal, who will review it and notify the family of the result.

It is recommended that families choose the **prepay option** [www.mylunchmoney.com] for lunches by paying cash, check or charge card in any amount to the individual schools.

SCHOOL ORGANIZATIONS

Parents/Caregivers, teachers and community members may wish to participate in the following ongoing committees and organizations:

1. Parent Teacher Organization (PTO)

The elementary schools have an active PTO which is involved in projects that enhance the school program. This organization has a slate of officers and meets monthly. Getting involved with the school's PTO is a good way to be of service to the school, and ultimately, to your child.

2. School Council

The School Council is elected yearly and consists of administration, teachers, parents, and a community representative. School Councils provide a great opportunity for parents/caregivers, teachers, principals, and community partners to come together both to share ideas and resources and to shape the direction their schools will take to strengthen teaching and learning. It is the responsibility of the School Council to develop and implement a yearly School Improvement Plan.

3. Special Education – Parent Advisory Council

The Dudley-Charlton Regional School District strives to provide the best possible services for children with special needs in the least restrictive environment. This Council acts as a support group to both parents and the administrator of special education. The SEPAC meets regularly throughout the school year, alternating evening meeting sites between Dudley and Charlton. Please contact the school administrator for information about the next meeting.

4. School Committee

The Dudley-Charlton Regional School Committee meets regularly on a schedule which is posted in the schools and town offices and also in the local newspapers.

Each town has three elected representatives and the town with the greater population is entitled to an additional representative to serve on the committee.

For further information on any of these organizations, please contact the school or the district website [www.dcrsd.org].

EMERGENCY CLOSING

In the event of an emergency situation caused by the weather or other condition, the Superintendent of Schools or his designee, in consultation with the local police chief, may decide to close school before the regular dismissal time.

Although school is very seldom dismissed early, we feel it necessary to be prepared to meet the needs of our students and return them home as safely and as efficiently as possible.
When it is necessary for school to close early, announcements will be made at the following locations: WTAG-580 AM, WORC- 1310 AM, WESO-970 AM, WBZ-1030 AM, WSRS-96.1 FM, WXLO-104.5 FM, WORC-98.9 FM, Channels 4, 5, 6, 7 News-TV, the Web Site www.dcrsd.org , and cancellations.com. The District also utilizes the One Call notification system. In the event of inclement weather conditions, particularly throughout winter months, we advise parents to stay tuned to one of these stations for school closing advisories. Please avoid calling the schools to inquire about early dismissal.

SCHOOL CANCELLATIONS

School cancellations/delayed openings are announced at approximately 6:00 A.M. at the following locations:

WTAG-580 AM, WORC- 1310 AM, WESO-970 AM, WBZ-1030 AM, WSRS-96.1 FM, WXLO-104.5 FM, WORC-98.9 FM, Channels 4, 5, 6, 7 News-TV, the Web Site www.dcrsd.org, and cancellations.com. The District also utilizes the One Call Now notification system.

EDUCATIONAL SUPPORT SERVICES

CURRICULUM PROGRAMS

The primary goal of our curriculum program in grades preschool through four is to provide educational excellence for all students. In the Dudley-Charlton Regional School District, this process follows the three guiding principles, identified by the Massachusetts Board of Education, as critical to lifelong learning – thinking and communicating, gaining and applying knowledge, working and contributing.

As the curriculum program is developed, a wide range of resources are used. This includes the use of guidelines from the Massachusetts Curriculum Frameworks, national curriculum efforts, and research from experts in the field, recommendations from teachers and school councils, and ongoing professional development endeavors.

Through these collective efforts, the district is continually refining the high local standards of curriculum and instruction. The curriculum program thereby addresses expectations for all students reflected in the Common Core State Standards.

EXPECTATIONS FOR ALL STUDENTS

"If students are to succeed in the 21st century and meet the challenges of the future:

- They must recognize the importance of education as a lifelong effort.
- They will need to communicate effectively with others through reading, writing, speaking, computing, the arts, and technology.
- They will need to respect and understand people of diverse backgrounds in our diverse society.
- They will need to understand environmental and other issues with worldwide implications.
- They will need to make informed decisions for themselves, their families, their communities and our country.
- They will need to contribute to our society.
- They will need to take responsibility for their own behavior."

In establishing these high expectations for all students, the district must continually reassess its curriculum. Periodic reviews are conducted on a cycle suggested by the school councils and district administrators, focusing on student learning, across grade levels and across the district, consistent with the state and local standards and relevant to real world application. The refinement and adjustment of curriculum "*to advance the knowledge and well being of our children and our community"* results in a program of excellence.

INSTRUCTIONAL SUPPORT TEAM

Each school has a site based Instructional Support Team to assist teachers in meeting children's needs in the regular classroom. The Instructional Support Team has long been an essential component of our general education program. IST is intended to provide site based problem solving by and for teachers in order to meet the needs of any and all students. The primary focus of the IST is to provide peer support and consultations for classroom teachers by discussing, brainstorming and suggesting alternative measures to address or accommodate any academic and/or behavioral concerns. Parents/Guardians will be notified in the event that their child is referred to the IST. This team, consisting of classroom teachers, special education teachers and other support specialists, has been highly successful in providing consultation and intervention strategies that meet student needs. In many instances, this approach eliminates any need for a special education referral.

SPECIAL EDUCATION

Massachusetts General Law Chapter 766 and the Federal Public Law 94-142 mandate a variety of rights, services and procedures for students with special needs.

Although our school program is designed to meet a range of developmental needs within the regular classroom, some children may need special education services.

Determination of a child's needs is made through a systematic referral and evaluation process, which includes direct parental involvement. Written parental/caregiver consent is required before any child can be evaluated.

Special Education services include Educational Services, Psychological Services/Counseling, Speech and Language Therapy, Occupational Therapy, Physical Therapy and other specialized services as indicated. For more information contact:

Heather Harriman
Director of Pupil Personnel Services

Office Location:
68 Dudley Oxford Road
Dudley, Ma 01571

Phone: (508) 943-3980
Fax: (508) 943-1077

SCHOOL PSYCHOLOGISTS/SCHOOL ADJUSTMENT COUNSELORS

The primary role of a school psychologist is to conduct cognitive evaluations as part of the special education referral process.

Psychologists administer psychological assessments and conduct Functional Behavioral Assessments:

- prepare oral/written reports

School Adjustment Counselors provide a full range of counseling services to students including:

- individual counseling
- group counseling
- classroom presentations on a variety of topics

School Adjustment Counselors deal with crisis situations and serve as behavior specialists:

- help children regain control and process any incidents with the child
- meet with parents/caregivers and teachers to discuss strategies
- develop behavior intervention plans

School adjustment counselors assist teachers in the development of behavior modification programs and assist parents with effective discipline strategies.

School adjustment counselors facilitate communication among area agencies.

School adjustment counselors serve as a resource in the implementation of the DCRSD Elementary Level Bullying Prevention and Intervention Plan.

Both the school psychologists and school adjustment counselors serve as consultants to administrators, teachers, and parents/caregivers.

TITLE I

Title 1 is a federally funded support program for reading/language arts and mathematics. A school that has a free lunch and reduced lunch count percentage greater than the school district's average is eligible to receive Title 1 services. The program is intended to give added support to students who need reinforcement without missing the lessons being taught within their classroom. An eligibility list is constructed through teacher recommendation and observation of student needs, in conjunction with consideration of classroom performance. Students requiring the most assistance are entered into the program.

READING SPECIALIST

The Reading Specialist consults with both general and special education teachers in regard to the literacy needs of students [reading, writing, spelling].

GENERAL SCHOOL REGULATIONS

HOMEWORK

Homework at the elementary level is not mandatory and will only be given as an optional extra practice for students. There will be no penalty for students who do not complete home assignments. Optional homework includes review and practice materials, projects, and assigned reading. It is intended to be educationally meaningful and to meet the needs of students as individuals.

READING AT HOME

In an effort to strengthen the reading skills of all our elementary students, the Dudley-Charlton Regional School District recommends reading with your child at home nightly. The pleasurable connections that children build with print when they make their own personal reading choices are as important as the academic gains associated with recreational reading.

Things to Consider:

- taking turns reading with your child
- reading to your child or having your child read to you
- rereading familiar favorites and talking about the story's events, characters or favorite parts
- reading from a variety of texts and sources (magazines, stories, non-fiction books, lists, cards, etc.)

FIELD TRIPS

Field trips are offered as an extension and enrichment of the regular school curriculum. Written parental/caregiver permission is required in order for students to participate in field trip experiences. A predetermined number of chaperones accompany each class group in order to provide appropriate monitoring of students' safety and well-being. Students may be asked to pay nominal fees to cover admission and transportation costs on school sponsored field trips.

BUS SAFETY REGULATIONS

The district administrators and representatives from the bus company work cooperatively to enforce school bus regulations in order to ensure safety for all children.

School bus route assignments are made on the basis of providing the most efficient and safest route to school, while at the same time achieving an equalized number of students on each bus.
In order to respond to specific child care needs and, at the same time maintain a balance in numbers of children riding school buses, we will be considering requests for alternate bus assignments in accordance with the following guidelines:

- Any request for bus change will be on a space available basis.
- Bus changes must be on a consistent and regular schedule for the entire year.
- Bus changes will be granted for child care purposes only.

Frequently, we receive requests for students to ride a different bus in order to visit a friend's house. Parent(s)/Caregiver(s) should be aware that they do not have the option to elect to have children ride another bus for this purpose.

BUS CONDUCT

Students are expected to exhibit behavior that demonstrates respect for the rights of other students and the bus property. Improper behavior includes: destruction of bus property; smoking; improper language; distracting the driver; roughhousing; insubordination; disorderly conduct or any other behavior which endangers student safety on the bus will not be tolerated.

The bus driver will make every effort to enforce proper behavior, including, if necessary, verbal notice to parents of infractions. When the driver determines that further action is warranted, he/she will complete the school district form entitled, NOTICE TO PARENT/CAREGIVER CONCERNING BUS BEHAVIOR, and submit it to the principal. The principal will forward the notice to the student's parent/caregiver.

Inappropriate bus behavior may result in either temporary suspension or permanent loss of bus transportation privileges.

HEALTH SERVICES

The health suite/office is available to all students on a daily basis. Health services available include:

Medication	BMI Calculation and Reporting
Emergency card information	Immunizations
First Aid	Vision and Hearing Tests
Attendance Monitoring	Emotional and Social Problems
Physical Examinations	Medical Adjustments to School Program

Some rules do exist regarding procedures; medical care is individual, so parental assistance and cooperation is very necessary:

Medication should not be carried by any student. Any prescription medication, for use during school hours, should be brought to the nurse's office in the original prescription bottle, by the parent/caregiver. The necessary medication will be kept at the nurse's office for dispensing. Tylenol is available and will be given with permission by the parent/caregiver on the emergency sheet.

- and will be given with permission by the parent/caregiver on the emergency sheet. Abuse of any medication will be reported to the parent or to the appropriate agencies.

- Every family is responsible for updating and returning a current **Student Emergency Information Sheet**, signed by the parent/caregiver. Information is confidential, but essential with active recess/physical education programs. A call to update information is required and appreciated.

- Any accident or illness should be reported to the nurse. All dismissals for illness shall be at the discretion of the nurse with the permission of a parent/caregiver or designated person on the emergency card only.

- All absentees requiring a physician's visit should return with a note from the physician describing the nature of the illness or injury, dates, any limitations, and signed by the physician.

- All Kindergarten, 3rd, 7th, and 10th grade students are required by MA State Law to have a physical exam. Notices will be given to all students well in advance of the date of examination. It is acceptable for parents/caregivers to use their own physician. A written note from the parent to use a family physician should be received prior to the date of examination or the child will be scheduled for a school exam by the District appointed physician. With information on the questionnaire, blood pressure, height and weight, and the exam itself, the physician will determine the child's health. Any questions in that regard will be referred to the family physician. A nurse will be present during the examinations. **Any required physical may be done by a physician of your choice, but must be completed on the school forms by each deadline date, at the parent's/caregiver's expense.**

- All students become due for immunizations upon entry into school and during their school years. Notification will be done on an annual basis. If a student has any occasion to receive a booster, a record should be sent to the school at that time, signed by a physician or emergency room nurse. All students will receive forms on the year the immunizations are due, with additional information on where and how to proceed. These forms should be signed by a physician and returned. Failure to comply with this requirement must mean exclusion from school according to state regulations, but not without a letter from the nurse and/or principal.

- Notices of failure of vision and hearing tests will be given to the student whose responsibility it is to deliver to the parent. Physician's responses should be returned to the nurse's office to be kept on file.

- Counseling assistance is available through the guidance department, the school psychologist and community services will be provided as deemed necessary.

- The nurse will assist with any health related problems that may interrupt a regular academic schedule.

We encourage parents/caregivers to contact the nurse at any time during the school year for any health matters.

HEALTH CELEBRATIONS AND FOOD ALLERGIES

The Dudley-Charlton Regional School District is committed to providing a school environment that enhances learning and development of lifelong wellness practices. To ensure the health of our youth, we would like to remind all families about supporting health classroom celebrations. We understand the importance of birthdays, holidays, and other special events, and include these celebrations within the school day. Due to the increased number of food allergies, diet restrictions and chronic diseases among our young population, we ask that all families refrain from using candy, baked goods, and snacks of minimal nutritional value as rewards for students. Instead we encourage adults to seek non-food alternatives in holiday and birthday parties in the classroom.

Our goal has always been to increase awareness of healthy lifestyle choices. We would like to make the celebration safe and special for children. We urge all families to check with the classroom teacher in advance to plan a way to celebrate. We have had great success with this approach as fruits, vegetables, and popsicles were the choice of many birthday snacks. In addition, we found that the entire classroom could eat these foods and no one was left out.

Parents/Caregivers have been very supportive and creative with their ideas for alternative ways to recognize accomplishments, holidays, and birthdays. Due to the large number of students at risk for severe food reactions, we have implemented educational programs of food awareness in which students are informed of the dangers of sharing food and discouraged from this practice at school.

Most schools in Massachusetts have made changes in the availability and types of foods in public school. The Dudley-Charlton School Committee adopted a **Health and Wellness Policy #5145** in 2006 to address these concerns.

Regarding highly allergic students: although they do not look or act differently from others, there is one important difference, if they eat one bite of the trigger foods, their body may become very sick, requiring emergency medications and possible transport to the nearest hospital. We thank you in advance for your support of our healthy celebrations guidelines. Do not hesitate to contact the school if you have any questions or need any further information about our program.

USE OF STUDENT PHOTOGRAPHS

Many times during the school year photographs are taken of students, during the school day and at special events, to share the good work that we do in our schools with the community. These photographs may be posted on the district website, displayed on bulletin boards, put in the school newsletter, utilized in social media, or published in the local newspapers. If a parent/caregiver does not want his/her child's photograph displayed publicly for any reason, they should notify the school office in writing. If notification is not received by a parent/caregiver, it is understood that the schools have permission to publish student photographs for the purpose of communicating educational practices only.

DRESS CODE

DCRSD respects individual rights of expression, however it is expected that students will dress appropriately in school with consideration for public sensibility. Clothing and personal appearance should reflect self-respect and respect for others. The following dress code is not meant to be restrictive, but is intended to guide students and their parents/guardians in choosing clothing that is safe and appropriate to wear in school. Students may dress in a manner reflecting current style and fashion; however, manner of dress may not be distracting or disruptive of the educational process. Students will adhere to the following

- No bare midriffs, revealing clothes, or clothing that reveals undergarments;
- No displays of inappropriate or sexually suggestive subject matter;
- No accessories or footwear that may cause a safety concern or a disruption.
- Clothing should be appropriate for the type of weather. All outerwear and any clothing that may be taken off (coats, sweaters, etc.) should be labeled with an identifying mark.
- During winter months, students must wear boots and snow pants to play in the snow. An extra pair of shoes should be provided so the children can take off their boots after recess. In addition, please consider providing an extra pair of socks for your child.

The administration reserves the right to decide whether certain clothing is appropriate for school. Caregivers will be notified and students will be asked to change their clothing if deemed inappropriate. If a student refuses to change or a caregiver is unable to bring in appropriate clothing, a student may be asked to go to the nurse for appropriate clothing. Repeat offenses may result in a caregiver conference.

Dress Requirements for Health & Wellness (Physical Education): In order to participate in Health & Wellness, students should wear appropriate clothing for physical activity, including t-shirt or sweatshirt, shorts, sweatpants, or wind pants, and sneakers.

SOCIAL RESPONSIBILITIES

RESPONSIBILITY OF SCHOOL COMMUNITY MEMBERS

A school is a place for learning. Each member of the school community, including children and adults, share the responsibility to ensure that the learning environment:

- is pleasant, safe, and orderly;
- is free from insulting, threatening, and/or abusive treatment from others;
- actively promotes cooperative social interactions.

The following are among the primary responsibilities of school community members:

- To participate fairly in and contribute to a productive learning atmosphere in the classroom as well as all other areas in the building.
- To respect all school property – thereby refraining from impairing the maintenance of school buildings and grounds.
- To respect the personal property and rights of other students and staff.
- To treat staff and other students with respect; to refrain from teasing, bullying, threatening, fighting or other activities which endanger students or staff or which disrupt the educational process.
- To use language that is free from vulgarity and profanity.
- To recognize the authority of the staff to ensure good order of the school and respond to the authority of staff within the building, on the grounds, and at any school related activities, regardless of location.
- To behave in a quiet, orderly, respectful manner in the cafeteria.
- To demonstrate self-control, cooperation, and responsiveness to playground regulations.
- To remain within the confines of the classroom, school building or grounds unless otherwise authorized.
- To refrain from selling or trading any articles at school or on school grounds.

SPECIFIC RULES OF CONDUCT (Code of Conduct)

In addition to the basic social responsibilities outlined above, the following specific rules of conduct shall also apply:

PERSONAL POSSESSIONS

For comfort, health, safety and security reasons, outer clothing (coats, jackets, etc) worn to school will be stored in closets or book bags upon arrival and will not be worn during the day. Book bags, gym bags, etc., may not be carried throughout the school during the day.

ELECTRONIC DEVICES

Students may bring electronic devices (such as chromebooks, tablets, and phones) to school for educational and/or safety purposes. Should a parent/caregiver send their child into school with an electronic device, the parent/caregiver will send a written statement to the classroom teacher and building principal so that school knows it is okay with the parent/caregiver for the child to have the device at school. Devices brought to school without parent/caregiver consent will be held in the office until the parent/caregiver gives direction as to what should be done with the device (e.g.held for adult pick-up, sent home with student).

Parents/caregivers choosing to send a device to school with a child accepts full responsibility for loss, theft or damage of the item. Students using devices from home must still follow the DCRSD acceptable technology use policy.

HOSTILITY AND AGGRESSION

Behaviors involving demonstrations of hostility through physical aggression, threats or intimidation which endanger students or place them in fear, is disruptive to the educational process. The following is a listing of some examples of misbehavior which may result in external suspension from school:

- Intimidation (to force into or deter from action by inducing fear, usually by threat) disturbing school activities and/or the educational process.
- Fighting on school grounds, which can be the result of a spontaneous incident, an incident with evidence of prior motivation and/or ill feelings, an incident with clear evidence of provocation, or a prearranged fight.
- Violent acts (or threat of violent acts) towards other individuals.
- Throwing objects that pose immediate threat to other people in the school building or on school grounds.
- Vandalism – theft and possession of stolen property.

ACTIONS IN DEFIANCE OF THE ROLE AND AUTHORITY OF A TEACHER

Open and persistent defiance of the authority of a teacher; continued disruption of a specific class or insubordination or flagrant disregard of a verbal instruction or direction.

POSSESSION OF DANGEROUS OR DEADLY WEAPONS

(See School Committee Policy – page 27-28)

POSSESSION, SERVING, CONSUMPTION OR UNDER THE INFLUENCE OF ANY ALCOHOLIC BEVERAGE OR ILLICIT DRUG OR POSSESSION, DISTRIBUTION OR USE OF TOBACCO PRODUCTS

(See School Committee Policy – pages 26-27)

PUBLIC SAFETY ISSUES

- Tampering with the fire alarm or fire extinguishers
- Setting off a false fire alarm
- Making a bomb threat
- Possession or use or distribution of fireworks, incendiary or explosive device (including ammunition)
- Arson

SEXUAL HARASSMENT

(See School Committee Policy - page 22-25)

BULLYING, TEASING, AND THREATENING BEHAVIOR

All students deserve a safe environment in which to learn. Bullying, teasing, and/or threatening behavior are not acceptable in any situation. In our diversified population, understanding and respect of individuals is required by all students. Bullying, teasing, and threatening behaviors will not be tolerated and will result in consequences.

State law and district policy mandate that all schools expressly prohibit bullying, teasing, and threatening behavior. Any behavior deemed by an administrator to be bullying, teasing, and/or threatening behavior may result in one or more of the disciplinary procedures outlined in the section on General Disciplinary Procedures.

State law and Dudley-Charlton Regional School District Policy [1349] define bullying as "the repeated use of a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, by one or more students directed at another student that has the effect of:

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

State law and District policy prohibit bullying:

- at school and at all school facilities;
- at school sponsored or school related functions, whether on or off school grounds;
- on school buses and school bus stops;
- through the use of technology or an electronic device owned, licensed or used by a school; and
- at non-school related locations and through non-school technology or electronic devices, if the bullying affects the school environment.

For further information regarding the Dudley-Charlton Regional School District policy or the complete Massachusetts state law on bullying, including the legal definition of terms relative to bullying, please visit the following websites or contact your child's school directly:

- Dudley-Charlton Regional School District policy can be found at **http://www.dcrsd.org**
- Massachusetts General Law governing bullying can be found at **http://www.mass.gov/legis/laws/seslaw10/s1100092.htm**

The above listing of misbehavior is not all-inclusive, as that would be impossible to produce. The list is designed to provide parents/caregivers and students with an outline of specific rules of conduct which are derived from the listed social responsibilities. Actions outside of those listed will result in reasonable disciplinary measures commensurate with the misbehavior. Consequences for the listed misbehaviors may include **notification of parents/caregivers, external suspension** for up to ten (10) days and, where applicable, possible **expulsion, Counselor/School Psychologist, police** and/or **court involvement.**

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
DISCRIMINATION / HARASSMENT POLICY

POLICY
Students
Harassment 5131.5

I. Introduction

It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and which affirmatively provides access to employment and equal educational opportunity. Discrimination or harassment, that is based on race, color, sex, religion, national origin, ancestry, disability, age or sexual orientation, is unlawful and will not be tolerated. Further, any retaliation against an individual for initiating, or cooperating with an investigation of, a discrimination complaint is similarly unlawful and will not be tolerated. This policy is designed to assist in achieving the aforementioned goal by providing procedures by which an employee, student or other member of the community should report allegations of illegal, inappropriate conduct, and pursuant to which any such allegation will be investigated, and appropriate, corrective or disciplinary action taken if warranted based on the outcome of such investigation

The Dudley-Charlton Regional School District takes allegations of illegal discrimination and harassment seriously and intends to respond promptly to such complaints. Where it is determined, after a factual investigation, that such inappropriate conduct has occurred, the district will take reasonable, timely, corrective action, including disciplinary action where appropriate, designed to eliminate the conduct.

While this policy sets forth the goal of promoting an educational environment and workplace free of harassment, the policy is neither designed nor intended, and shall not be construed so as, either: (a) to limit the District's authority to discipline or take remedial action for conduct which the District deems unacceptable, regardless of whether that conduct satisfies the definition of harassment; or (b) to create additional, legal remedies in any forum other than the District, as to which see, for example, Section VII below for pre-existing forums, laws and regulations which already provide an extensive system for enforcement of legal rights and remedies for violations of same.

II. Definition of Harassment

Harassment consists of conduct, whether verbal, physical, or written/drawn, that is based upon a person's protected status based on race, color, sex, religion, national origin, ancestry, age, disability or sexual orientation, and that is illegal under applicable, federal or Commonwealth law or regulations.

While it is not possible to list all circumstances that may constitute harassment, the following are some examples of conduct which may do so, depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Bullying
- Making dehumanizing remarks
- Extortionate behavior
- Displaying offensive cartoons or pictures

- Writing messages of an offensive nature.
- Harassment occurs when such conduct, based on objective criteria and a reasonable person's perception, has the purpose or effect of substantially and unreasonably interfering with an individual's work or educational performance, or of creating an unreasonably intimidating, hostile, or offensive working or educational environment.
- Harassment occurs when submission to such conduct is either explicitly or implicitly a term or condition of an individual's employment or success as a student.

All individuals should take special note that, as stated above, retaliation against an individual who has complained about harassment, or retaliation against an individual for cooperating with an investigation of a harassment complaint, is unlawful and will not be tolerated.

III. Complaints of Harassment

If any Dudley-Charlton student or employee believes that he or she has been subjected to harassment, as described above, they have the right to file a complaint with the school district.

If you would like to file a complaint, you may do so by contacting any building principal, the superintendent of schools, or other central office administrator. These personnel are also available to discuss any concerns you may have and to provide information to you about the district policy on harassment and the complaint process.

Laura Ramos
Charlton Elementary School
9 Burlingame Road
Charlton, MA 01507
508-248-7774

Peter Olson
Heritage School
34 Oxford Road
Charlton, MA 01507
508-248-4884

Stacy Monette
Charlton Middle School
2 Oxford Rd.
Charlton, MA 01507
508-248-9145

Jennifer Desto
Mason Road School
20 Mason Rd.
Dudley, MA 01571
508-943-4312

Christopher Audette
Dudley Elementary School
16 School St.
Dudley, MA 01571
508-943-3351

Gregg Desto
Dudley Middle School
70 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-2224

Darren Ellwell
Shepherd Hill Regional
High School
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6700

Steven M. Lamarche
Superintendent of School
Dudley-Charlton Regional
School District
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6888

Heather Harriman
Director of Pupil Personnel
Services
Shepherd Hill Regional
High School
68 Dudley-Oxford Rd.,
Dudley, MA 01571
508-943-6700

IV. Harassment Investigation

When a complaint has been reported, the Dudley-Charlton Regional School District will investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and the witness(es), if any. The district will also interview the person alleged to have committed harassment. When the district has completed the investigation the administrator, to the extent appropriate, will inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate, illegal conduct has occurred, the administrator will take such timely action as the administrator believes will reasonably serve to eliminate the offending conduct, including, where appropriate, disciplinary action.

Formal Procedures for Resolution

A. Both students and employees may direct the complaint to the administrator or supervisor who has immediate jurisdiction over the school involved. Students and employees are expected to direct the complaint no later than 20 calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. The student or employee shall submit the complaint in writing and will state the name of the individual and the location of the school/department where the alleged harassment practice occurred, the basis for the complaint, including the date(s) on which the violations are alleged to have taken place and the details of same with sufficient specificity for the administrator to investigate same, and the corrective action the student or employee is seeking. If the complaint is filed by or on behalf of a student and involves an administrator or supervisor, it shall be addressed to the Director of Student Resources.

B. The appropriate administrator, supervisor or director will conduct the necessary investigation in a timely fashion after receiving the formal, written, complaint. In the course of the investigation, the appropriate administrator, supervisor, or director shall contact those individuals who have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and, if apt, the principal or appropriate authority involved.

   Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the students or employees that are involved in the complaint are not immediately available. The appropriate administrator or director, however, will make sure that the complaint is handled as quickly as is reasonably feasible and will strive to complete the investigation within 30 school or working days. When more than 30 school or working days are required for the investigation, the administrator or director shall inform the student or employee who filed the complaint that the investigation is ongoing.

C. After completing the initial investigation, the administrator or director shall request a meeting with the person against whom the complaint was filed to discuss the tentative findings and, at the same time, to give the person against whom the complaint was filed an opportunity to respond to such findings, and to seek to resolve the complaint. When feasible and appropriate, the administrator or director will make every attempt to resolve the issue within the time parameters of this initial meeting; however, more than one meeting may be necessary. The administrator or director will strive to complete both the investigation and the resolution of the complaint within 30 school or working days.

When more than 30 school or working days are required for the investigation and resolution process, the administrator or director shall inform the student or employee who filed the complaint and the individual against whom the complaint was filed that additional time is needed for the resolution process.

D. If the administrator or director finds that there is reasonable cause for believing that an illegal, harassing practice has occurred, he/she will either take appropriate action as discussed above or will refer the matter to the Superintendent of Schools for the Dudley-Charlton Regional School District for appropriate action, up to and including, if apt, expulsion for students or termination for employees.

Disciplinary Action

Disciplinary action will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and school district policies. Any staff member or student who is dissatisfied with the results or progress of the school's investigation may discuss his/her dissatisfaction directly with the building principal, or if the complaint is against the principal, with the Superintendent of Schools. The Superintendent shall have the right to consider or review any complaint or the prosecution or disposition of same in the Superintendent's discretion, but shall not be required to do so unless the complaint has been made against a principal, an employee of the central school district administrative office or another employee for whom the Superintendent has primary responsibility under M.G.L. c. 71.

State and Federal Remedies

In addition to the above, if a student or employee believes he or she has been subjected to harassment with regard to protected status, he or she may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit a student or employee from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC-- 180 days; MCAD -- six months.)

The United States Equal Employment Opportunity Commission (EEOC) **JFK Federal Building Room 475** **Government Center** **Boston, MA 02203**	**Massachusetts Commission Against Discrimination (MCAD)** **One Ashburton Place** **Room 601E** **Boston, MA 02108** **617-727-3990**

First Reading: January 10, 2007 Second Reading and Adoption: January 24, 2007

GENERAL DISCIPLINARY PROCEDURES

The purpose of discipline is to help students meet their responsibilities at school. Most students are able to respond effectively to school rules and regulations. On some occasions, when students violate school rules, school authorities need to intervene with appropriate action.

Generally, students who violate school rules can expect the following kinds of responses:

1. Disciplinary action taken with students who violate the behavior code generally starts with **verbal reprimand** and **warning.**

2. In the case of more severe violations, or violations which are part of a repeated pattern, the action may include:
   - **loss of certain school privileges,** such as recess, use of the playground, or other consequences corresponding to the offense.
   - **involvement** of Guidance Counselor/School Psychologist.
   - **notification of the parent/guardian.**
   - **meeting with parent/guardian.**
   -Lunch, recess and after school detentions may be used after prior arrangement with the parent. It is understood that the parent will provide transportation home following the detention.

3. If violations disrupt the learning of other children, the child may be temporarily **separated from the classroom** into a designated area in the school.

4. In those rare instances when a child's actions may be detrimental to the health or welfare of other students and/or staff, the child may be **suspended from school** for a period of time determined by the principal.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT POLICIES

Alcoholic Beverages (abridged)*

The possession, serving or communication of any alcoholic beverage on school property or at school functions is prohibited. Students attending school, or a school activity, who are in possession of alcoholic beverages, or have been drinking alcoholic beverages, will be suspended from school for a minimum of five (5) school days. Students selling or possessing with intent to sell any alcoholic beverages on school property, or at any school function, will be suspended for ten (10) school days. A report will be made to the local police authorities of all suspensions under this policy and the incidents relating to the suspension.

A satisfactory conference with the student and his/her parent or legal guardian should take place before the student is readmitted. Conditions must be established and made clear to the student before his/her readmission. Readmission will include evidence that steps have been or are being taken to seek solutions to the problems which were the basis of the suspension.

Drugs (abridged)*

Students attending school, or any school activity who are in possession of any illicit drug, or have been using any illicit drug, will be suspended from school for a minimum of five (5) school days. A satisfactory conference with the student and his/her parent or legal guardian must take place before the student is readmitted. Conditions will be established and made clear to the student before his/her readmission. Readmission conditions must include evidence that steps have been or are being taken to seek solutions to the problems which were the basis of the suspension. Proper notification will be made to the local police authorities.

Students selling, or possessing with intent to sell, an illicit drug on school property, or at any school function, will be suspended for ten (10) school days. A report will be made to the local police authorities of all suspensions under this policy and the incidents relating to the suspension. In the event that there is a conviction for selling drugs at school, the student will be brought before the school committee for a hearing to determine if the student shall be excluded from the Dudley-Charlton Regional Schools.

Tobacco (abridged)*

The possession, use or distribution of any tobacco products by students on school property or at school functions is prohibited. Violations of this rule may result in suspension from school.

Sexual Harassment (abridged)*

The Dudley-Charlton Regional School District is committed to providing faculty, staff and students with an environment in which they may pursue their careers and studies without being sexually harassed. All persons associated with the school system including, but not limited to, the school committee, the administration, the staff and the students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

Sexual Harassment, as here defined, is a violation of title VII of the 1964 Civil Rights Act and M.G.L. Ch. 151, sec. 4B. For the purposes of this policy, it is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:
1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or reject of such
conduct by an individual is used as the basis for employment or academic decisions affecting such individuals, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

Any student or person who has reasonable cause to believe that they are a victim of sexual harassment should contact the school principal.

<u>Weapons Policy</u>

Weapons in School

Chapter 133, Sec. 430, the second paragraph of section 37H of Chapter 71 of the Massachusetts General Laws is hereby amended by inserting after the first sentence the following:

In cases involving the possession, use of, or threatened use of weapons; the possession, use of, or threatened use of illegal substances; the illegal possession of alcoholic; or the use of, or threatened use of excessive force, provided that the violation occurs on school property, the principal or headmaster of every school system within each city, town or district shall have the authority to suspend a student, including an indefinite suspension, and no other disciplinary measure adopted as a rule or regulation many inhibit this authority to suspend. Where a student has been suspended by a principal or headmaster under the authority of the previous sentence, the school committee may review such suspension and alter the disciplinary measure after a hearing.

The School Committee intends to ensure that all students shall be able to attend school in a safe environment that is free of weapons and the violence associated with the use, or threatened use, of the weapon against another student or staff member.

In compliance with Massachusetts General Laws Ch. 269, S. 10 (see Appendix A) the school committee prohibits firearms and other dangerous weapons in schools and adopts the statutory definitions of a firearm and other dangerous weapons. Other dangerous weapons that are not defined in the statues are defined in Appendix A.

Possession, use of, and/or threatened use of any firearm, or other dangerous weapon on school grounds, in a school building, on a school bus or at any other school sponsored activity will not be tolerated.
The school district supports the prosecution of all school related weapon assaults.

The school district will offer assistance and counseling to any student who is a victim of an assault.

Grades K-6 disciplinary Action Guidelines:

1. Any student found in possession of a firearm or other dangerous weapon shall be:

    a) suspended for up to ten (10) days.
    b) reported to the police for possible prosecution.
    c) reported to the School Committee for consideration of expulsion for up to 180 school days.

2. Any student threatening to obtain a weapon or making a verbal threat of a violent act by use of a weapon shall be:

    a) temporarily separated from the classroom.
    b) parents will be notified verbally and/or in writing.
    c) involvement of Guidance Counselors/School Psychologist.
    d) if warranted, a search of the student and/or his/her personal property will be conducted to ensure the safety of the school.

Any person wishing to receive a complete text of any of these policies should contact the principal.

Restraint of Students

The Public School complies with the provisions of 603 CMR sect. 46.00 dealing with restraint of students in the public schools. To that end, the policy developed pursuant to those regulations is available upon request from the Principal, the Director of Special Education and Pupil Personnel Services and the Superintendent's office.

Suspension and Expulsion

Suspension
A student guilty of misconduct may be suspended from school by the principal or designee when other means of correction have failed or when keeping the student in school would be detrimental to the general welfare of the school and its students.

Parents/Caregivers shall always be notified of the suspension in writing, even when this follows oral notification. A concerted effort will be made to notify parents/caregivers of the suspension by telephone or in person, as soon as possible after the decision to suspend is made.

Parents/caregivers shall always be notified of their child's direct involvement in an incident that results in the suspension of another student. A concerted effort will be made to notify parents/caregivers of the incident as soon as possible after the incident.

In accordance with Chapter 71, Section 37H of the Massachusetts General Laws,

a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Ch. 94-C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored for school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may be represented, along with the opportunity to present evidence and witnesses at said hearing before the principal.

In cases involving the possession or use of weapons, the possession or use of illegal substances, the illegal possession of alcohol, or the use of excessive force, provided that the violation occurs on school property, the principal or headmaster of every school system within each city, town or district shall have the authority to suspend a student, including an indefinite suspension and no other disciplinary measure adopted as a rule or regulation may inhibit his/her authority to suspend. Where a student has been suspended by a principal or headmaster under the authority of the previous sentence, the school committee may review such suspension and alter the disciplinary measure after a hearing.

In cases of extreme misbehavior, a student may be suspended for a period of up to ten (10) school days with the approval of the superintendent, as outlined below. The process by which a student may be suspended includes the following:

1. The involved administrator will provide the student with the facts, pertinent information, and reasons why the suspension action is contemplated. The student will be provided the opportunity to respond prior to any decision to suspend.

2. In extreme cases where immediate suspension is necessary, the student will be informed of the facts, pertinent information and reasons for the suspension and be given an opportunity to respond as soon as possible.

3. Prior to reinstatement there will be a conference held. That conference should include the involved student, that student's parent(s) or guardian(s), and other directly involved people.

4. In cases of extreme misbehavior where a student faces suspension for up to ten (10) days, the administrator will follow the process described above.

Should the situation warrant, that administrator may suspend the student for up to ten (10) days. The superintendent must then review the case and the length of the suspension.

The superintendent will notify the school committee when a student has been suspended for more than five (5) days.

Any suspension shall be a prohibition against such student in attending school, school functions or school affiliated activities during the period of time of suspension.

If the duration of the suspension exceeds the number of school days left in the school year then whatever days remain on the suspension shall be served at the start of the next school year. When the student involved is a high school senior and the days left in the school year are less than the days remaining under the suspension then the student shall not be allowed to attend graduation exercises or any other school activities that extend beyond the last school day.

When a student (whether suspended or not) becomes severely disruptive that the student appears to represent a danger to himself or to others and cannot be controlled and that student's parents/caregivers cannot be contacted, cannot report to school, do not wish to cooperate, or also cannot manage the student at school, the Dudley or Charlton Police Department may be called at the discretion of the building administrator(s) to remove the student.

Expulsion

The exclusion or expulsion of a student from school requires the action of the principal. Such exclusion of a student from school should be considered only after a careful study of all facts surrounding each individual case indicates that no other approach is feasible.

The principal shall not permanently exclude a student from the public schools for alleged misconduct without first giving him/her and his/her parent/caregiver an opportunity to be heard.

The following guidelines should be considered with regard to expulsion:

1. Evidence that the student's behavior interferes with the maintenance of discipline and/or the learning processes of other students.

2. Professional advice that it is in the best interest of the student, in terms of his/her intellectual and social development, to remove him/her from the school system.

3. A student being excluded should be advised as to which action, if taken, may be useful in his/her gaining readmission.

PROCEDURES

Procedures for suspension up to 10 days and after 10 days: General requirements

1. All students, including eligible students with disabilities, receive prior written notice regarding the school's Code of Conduct.
2. The school's Code of Conduct includes required procedural safeguards such as opportunity for a hearing (per Goss v. Lopez).

3. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described.
4. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.
5. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days.

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

2. Prior to suspension that constitutes a change in placement of a student with disabilities, the Team convenes

    a. to develop or review a functional behavioral assessment of the student's behavior to modify a behavior intervention plan or develop an assessment plan;
    b. to identify appropriate alternative educational setting(s); and
    c. to determine the relationship between the disability and the behavior – "a manifestation decision" (Is the IEP or Section 504 Plan appropriate? Is placement appropriate? If there was a behavior plan, was it implemented? Does student understand impact and consequences of his/her behavior? Can student control behavior?)

3. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer an appropriate education program to the student with disabilities which may be in some other setting.

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

    a. if the behavior involves weapons or illegal drugs or another controlled substance while at school or a school function; or

    b. if the district provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer orders the alternative placement; and

    c. the interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the IEP or Section 504 Plan, and provides services to address the problem behavior.

5. If the Team determines that the behavior IS a manifestation of the disability, then the district takes steps (with the consent of the parent) to correct the IEP or Section 504 Plan, the placement, or the behavior intervention plan.

6. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stays put in the placement of the last accepted IEP or Section 504 Plan or the interim alternative placement, unless the parent and the school district agree.

Procedural requirements applied to students not yet determined to be eligible for special education services or a Section 504 Accommodation Plan.

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

    a. The parent/caregiver has expressed concern in writing; or

    b. The parent/caregiver had requested an evaluation; or

    c. School district staff expressed concern that the student had a disability.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.