



Seekonk High School Student Handbook 2025-2026

261 Arcade Avenue, Seekonk, MA 02771

Main Office: (508) 336-7272

Fax: (508) 336-8535

Guidance Office: (508) 336-0312

www.seekonkschools.org

Dr. William Whalen, Principal

Mr. Matthew Bosh, Assistant Principal

Seekonk School Committee

Dr. Robert Gerardi, Chair

Ms. Emily Field, Vice Chair

Ms. Lisa Rizzo, Secretary

Ms. Alicia MacManus, Member

Mr. Kyle Juckett, Member

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The Seekonk Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Seekonk Public Schools prohibits discrimination on the basis of race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, sex, age, gender identity, disability, religion, national origin, limited English proficiency, sexual orientation, pregnancy or pregnancy related conditions or homelessness. and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study

Handbook Available upon Request in the Following Languages

GREEK: Εάν χρειάζεστε αυτό το εγχειρίδιο μεταφράζονται στα Ελληνικά, επικοινωνήστε με το κεντρικό γραφείο.

PORTUGUESE: Se você precisa deste manual traduzido para o português, por favor contacte o escritório principal.

SPANISH: Si necesita este manual traducido al español, por favor póngase en contacto con la oficina principal.

CHINESE: 如果你需要這本手冊翻譯成中文，請聯繫主要辦公室。

POLISH: Jeśli potrzebujesz niniejszy podręcznik w języku polskim, proszę skontaktować się z głównym biurem

ARABIC: إذا كنت بحاجة إلى هذا الكتيب ترجمة إلى اللغة العربية، يرجى الاتصال المكتب الرئيس

HAITIAN CREOLE: Si ou bezwen manyèl sa-a ke nan kreyòl, souple kontakte Biwi pwensipal la.

URDU: اگر آپ کو اس کتابچہ کا اردو میں ترجمہ کی ضرورت ہے، مرکزی دفتر سے رابطہ کریں

TIGUJARA: તમે આ હેન્ડબુક ગુજરાતી અનુવાદ જરૂર હોય તો, મુખ્ય ઓફિસ સંપર્ક કરો.

KHMER:

ប្រសិនបើអ្នកប្រើបានកម្រិតជាភាសាប្រែប្រួលនេះសូមទាក់ទងការិយាល័យបម្រើ

SOMALI: Haddii aad u baahan tahay Handbook this turjumay Somali, fadlan la xiriir xafiiska weyn.

MANDARIN: 若您需要這手冊翻譯成中文，請聯絡辦事處。

If you need this handbook translated into another language, please contact the main office.

Telephone Numbers

To report student absence or an emergency (508) 336-7272

To contact a staff member (508) 336-7272

To inquire about a school event (508) 336-7272

To inquire about a Title IX issue (508) 399-5106

To contact Guidance (508) 336-0312

To inquire about athletics (Kathryn Manigan) (508) 336-7272

To inquire about busing (Mr. Braga) (508) 399-5086

To reach Central Administration (508) 399-5106

To inquire about matters of general administration involving teaching staff, finance, organization or public relations contact Dr. Whalen at (508)336-7272.

To send an email to a teacher or staff member: Use the last name plus the first letter of the teacher's first name e.g.: whalenw@seekonkschools.org

In the event of a pandemic (e.g. COVID-19), natural disaster, or other unforeseeable event, the policies and procedures outlined in this handbook may be altered or amended as reasonable and necessary. In such an occurrence families will be provided updated information regarding the implication of such an event on the policies, practices and procedures as discussed herein. Further, to the extent that language outlined in this handbook contradicts the policies or regulations established by the Department of Elementary and Secondary Education (DESE), adherence will be given to the policies and regulations as established by DESE.

I. Building Operations and Procedures

Periods' Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:10 - 7:25	Doors open	Doors open	Doors open	Doors open	Doors open	Doors open	Doors open
7:25 - 8:28	A	F	D	B	G	E	C
8:31 - 9:34	B	G	E	C	A	F	D
9:37 - 10:07	WIN	WIN	WIN	WIN	WIN	WIN	WIN
10:10 - 11:13	C	A	F	D	B	G	E
11:16-12:44	D	B	G	E	C	A	F
12:47 - 1:50	E	C	A	F	D	B	G

LUNCH SCHEDULE:

1st Lunch ->Lunch – 11:16-11:38 (22 minutes) Class – 11:41-12:44 (63 minutes)

2nd Lunch ->Class–11:16-11:46 (30 mins.) Lunch>11:49-12:11 (22 mins.) Class->12:14-12:44 (30 mins.)

3rd Lunch->Class – 11:16-12:19 (63 minutes) Lunch – 12:22-12:44 (22 minutes)

Periods' Schedule *without* the WIN Block on days where WIN Block does not meet.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:10 - 7:25	Doors open	Doors open	Doors open	Doors open	Doors open	Doors open	Doors open
7:25-8:35	A	F	D	B	G	E	C
8:39 – 9:47	B	G	E	C	A	F	D
9:51 – 10:59	C	A	F	D	B	G	E
11:03–12:37	D	B	G	E	C	A	F
12:41 – 1:50	E	C	A	F	D	B	G

LUNCH SCHEDULE:

1st Lunch ->Lunch – 11:03-11:25 (22 minutes) Class – 11:29-12:37 (68 minutes)

2nd Lunch ->Class–11:03-11:37 (34 minutes) Lunch–11:39-12:01 (22 minutes) Class–12:03-12:37 (34 minutes)

3rd Lunch->Class – 11:03-12:11 (68 minutes) Lunch – 12:15 – 12:37 (22 minutes)

Core Values and Beliefs About Learning and Expectations

Seekonk High School is committed to creating a safe, supportive environment where our students can develop the skills necessary to become independent thinkers and problem solvers capable of addressing the challenges and opportunities of the 21st century. The staff, students, family, and community members will collaborate to create an atmosphere of compassion, appreciation of diversity, and mutual respect. We will provide stimulating academic and extracurricular programs that are relevant and engaging so we can meet the needs of all learners.

Learning Expectations The student will effectively demonstrate 21st Century Skills:

- **Write** for a variety of purposes and audiences
- **Speak** for a variety of purposes and audiences
- **Read** effectively and critically
- Use a variety of **Problem-Solving** strategies
- Use **Technology** ethically and responsibly to research, organize, and evaluate

Civic Expectations The student will:

- Demonstrate a strong sense of community by participating in a variety of school and community programs
- Demonstrate knowledge of their rights and responsibilities in a democratic society

Social Expectations The student will:

- Demonstrate an understanding of diverse cultures and ideas by showing respect for self, peers, staff, and others
- Establish cooperative and healthy relationships with others by demonstrating honesty, integrity, and personal responsibility

Rights and Responsibilities

Below are listed some of the rights and responsibilities of parents, students, faculty, and administration. If people exercise these rights and uphold their responsibilities, Seekonk High School will be a better school. To use these rights, all involved must understand them. Understanding may be obtained through open, honest, and respectful communication. Parents should get involved with the school; administrators and teachers should be willing to help all students; students should fulfill their responsibilities and appreciate their rights.

Students have the right to:

- Have access to a Free and Appropriate Public Education (F.A.P.E.).
- Participate in extracurricular clubs and activities.
- Voice their opinion, present ideas, be listened to, and be treated with respect.
- Appeal their case, if any injustices are perceived.

Students have the responsibility to:

- Be engaged in their academic program.
- Respect the school and keep it clean and presentable.
- Respect teachers and fellow students and work with them to make SHS a better community.
- Work to solve problems instead of complaining about them.
- Know student rights and responsibilities by reading the handbook carefully.
- Respectfully project a mature and responsible image while away from SHS at all school-related sports and activities.

Parents have the right to:

- Be treated with courtesy by all members of the SHS community.
- Be informed of school policies, academic requirements, and both the academic and behavioral progress of their child.
- Parents also have important responsibilities to fulfill. They bridge the gap between students and administration, and teach their child to be respectful and able to carry out his/her responsibilities.

Parents have the responsibility to:

- Strive to prepare the child emotionally and socially to make them receptive to learning and discipline.
- Have the child attend school regularly and arrive on time.
- Know school requirements and procedures.
- Speak out to prevent misunderstandings.
- Work with students and administration to improve school programs.
- Get involved! Know what is happening in the child's world.

Faculty and Administration have the right to:

- Be treated with courtesy and respect by all members of the SHS community.
- Discipline students in a consistent and fair way.
- Take necessary disciplinary action.

Faculty and Administration have the responsibility to:

- Encourage learning in an open and positive atmosphere.
- Be concerned about the personal, social, and academic growth of the SHS community.
- Be available to help students.
- Make sure students know and understand the school's policies.
- Communicate with parents and students about any problems that may arise.

Busing

Students may not ride another bus, other than their regularly assigned bus, without a note written by a parent/guardian and approved by an administrator. Students are expected to abide by all handbook school expectations and policies while on a school bus. This expectation includes bus rides to and from extra-curricular activities.

Vehicle Idling

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

Corridors

The passing period provides adequate time to go directly to the next class, but not adequate time for loitering or socializing. Students should move through the corridor without delay and enter classrooms so that other students may move unhindered through the corridor. Students are expected to be considerate of others in the hallway. Running in the corridors, displaying affection overtly, and shouting or uttering profanities are not acceptable behaviors in the hallways.

Lockers

Each student will be provided with a locker and given a combination lock. If the combination lock is lost, it is the responsibility/obligation of the student/parent to pay restitution for a replacement lock. It is advised that students keep this combination confidential and consistently lock their lockers. Despite keeping a confidential combination, students are advised that they do not have any reasonable expectation of privacy in their lockers, and should not expect to be able to keep contraband hidden therein. Students must keep this lock for the duration of their high school career. The school will not be held responsible for lost texts, equipment and/or personal items that are stolen or missing.

School Lunch

Seekonk High School is required to make lunch available for students. That lunch does not need to be provided within the lunchroom. Seniors who exhibit acceptable behavior during lunch and throughout the school day are allowed to eat lunch outside. This is a privilege reserved for seniors only. Failure to fulfill the breakfast/lunch obligation payment, if there is still a charge for these items, will lead to the fee becoming an outstanding obligation to the school. Students from families with income at or below 130% of the poverty level are eligible for free lunches, and those between 130% and 185% of the poverty level are eligible for reduced-price lunches.

Security

The Administration has instituted measures to protect the safety and security of the high school students. These measures include video surveillance, locking the outside doors during the school day, checking on visitors to the building, and reducing traffic in the corridors during the school day. All visitors must check into the main office to procure a visitor's pass.

Student Identification

Students will be issued a School Identification card. It is the expectation that students will have their identification cards on their person at all times. Violators will be subject to a conduct referral and could be sent to the office.

Teacher's Presence

A teacher's authority and responsibility exist within and outside the classroom on school property and when they volunteer at off-campus, school-sponsored events. Teachers who are monitoring school hallways, cafeteria, or other school sites are acting on behalf of the principal and must be accorded the same respect and courtesy as teachers in the classroom. Students who fail to give their names to teachers when asked will be subject to disciplinary action. Students are also expected to comply with reasonable requests made by teachers. Failure to do so will be considered insubordination.

Technology, Responsible Use, and Internet Safety Policy

Students are required to read, sign-off, and abide by this policy set forth by Seekonk Public Schools. Please click the links to access the Technology, Responsible Use, and Internet Safety Policy along with the Access to Technology Resources Student Contract.

Visitors

Only with express written permission of building administration will students be allowed to bring a visitor to school. This should be arranged in advance with building administration. While parents and guardians are very welcome to come visit our school, advance notice is required to avoid any conflicts of activities and the duration of a visit may be limited to ensure the safety of students or to protect confidential student information. Please note that parents and visitors are not allowed to contact teachers or pupils during school hours, except at the discretion of the building administration. Parents should make arrangements in advance for conferences with teachers. Visitors are required to report to the main office for a visitor pass and respect all school rules

Asbestos Hazard Emergency Response Act (AHERA)

Each year the school is required by Federal Law to inform you of the status of asbestos in the school. At this time we are in the process of complying with all applicable Federal and State regulations. The asbestos management plan is on file in the office and accessible to you upon request. In addition, the school has successfully completed its inspections by the Seekonk Fire Department and Building Inspector.

"No School" Announcements/Early Dismissal

The announcement for closing schools will be communicated via district email, text, and phone call as soon as convenient and reliable in the case of inclement weather or some other set of circumstances, as well as broadcasted via local to Seekonk television news stations. Announcements are also posted on the school district's web page at <http://www.seekonkschools.org>. In the event of an emergency early release, students should know what plan to follow if no one is at home.

Before /After School Hours

The building will be open at 7:10 am daily. No students are allowed in the building before 7:10 am. Academic extra help is offered after school and before extracurricular activities begin at 2:30pm. Students should not be in the building after 3:00 p.m. without a valid extracurricular or academic reason. No supervision is available for students after 3:00 p.m. Students waiting for a ride home at the end of the day must wait in the lobby vestibule next to the main office.

II. Academic and Graduation Requirements

Graduation Requirements

Every student must earn a minimum of 125 credits. Students are expected to take a full schedule each semester. Each student will be expected to complete 35 credits each year, with the exception of AP lab participants or the discretion of the administration. Additional credit recovery may be completed at the discretion of the administration.

Subject Area	Years/Semesters	Minimum Credits
English	4 Full Years	20
Mathematics	4 Full Years	20
Science	3 Full Years	15
History & Social Sciences	3 Full Years	15
World Language	2 Full Years - Consecutive	10
Physical Education	3 Semesters	7.5
Health Education	1 Semester	2.5
Civics	1 Semester	2.5
Arts, Music, Communications, Practical Arts	2 Semesters	5

Minimum Academic Program Requirements

All students must be fully scheduled. Exceptions for students taking less than a full schedule are to be made only with the permission of the administration. In exceptional circumstances, a student may substitute a course at a local college or community college with the permission of the administration.

MCAS Testing

The Massachusetts Comprehensive Assessment System tests (MCAS) are administered throughout the state of Massachusetts to all students in grade 10. This testing program is based exclusively on the rigorous academic learning standards contained in the Massachusetts Curriculum Frameworks. These tests include multiple-choice, short-answer, and open-response questions, as well as prompts for writing assignments in English Language Arts. These tests will be administered in the subject areas of English, Mathematics, and Science.

State law requires students to satisfy the requirements of the “competency determination” (CD) in order to graduate from high school. G.L. c. 69, s. 1D (i). Ballot Question 2 amends the competency determination requirements as shown below, where the text that is underlined is newly added and the text that has been struck through is removed.

The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, as measured by the assessment instruments described in section one I by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation. If the particular student's assessment results for the tenth grade do not demonstrate the required level of competency, the student shall have the right to participate in the assessment program the following year or years. Students who fail to satisfy the requirements of the competency determination may be eligible to receive an educational assistance plan designed within the confines of the foundation budget to impart the skills, competencies and knowledge required to attain the required level of mastery. The parent, guardian or person acting as parent of the student shall have the opportunity to review the remedial plan with the student's teachers. Nothing in this section shall be construed to provide a parent, guardian, person acting as a parent or student with an entitlement to contest the proposed plan or with a cause of action for educational malpractice if the student fails to obtain a competency determination.

MA Seal of Biliteracy

The State Seal of Biliteracy and the State Seal of Biliteracy with Distinction are official designations awarded to qualifying students upon their graduation from a Massachusetts high school to indicate that they have attained a high level of proficiency in English and at least one other world language. The State Seal of Biliteracy was established by the Language Opportunity for Our Kids Act, *Chapter 138 of the Acts of 2017*. The Department of Elementary and Secondary Education's regulations describe the criteria that school districts must use to award the State Seal of Biliteracy, *603 CMR 31.07*.

Students who earn the State Seal of Biliteracy demonstrate the English and world language skills that are often necessary to succeed in multilingual post-secondary academic and professional settings. The State Seal of Biliteracy affirms the identity of multilingual and

multicultural students throughout the Commonwealth. The State Seal of Biliteracy indicates to students and their families that their language(s) and culture(s) are valued in Massachusetts. This program affirms that all students and all languages are valid and valuable. Students of all language backgrounds, including English learners, former English learners, heritage speakers/signers of world languages, and students from monolingual English-speaking homes who have acquired world languages at school or in the community, are eligible for the State Seal of Biliteracy and the State Seal of Biliteracy with Distinction. The State Seal of Biliteracy and the State Seal of Biliteracy with Distinction recognize all dialects of world languages and do not elevate any one expression of a world language as over another. The State Seal of Biliteracy thus supports academic achievement for all, providing representation for all students of all languages and cultures, and recognizing students for the essential, multilingual skills that they possess.

Community Service

All students are required to complete a total of 40 hours of community service in order to graduate.

Transfer students will have their community service requirements adjusted based on their number of years of attendance. As part of its mission to develop responsible students, Seekonk High School places a high value on community service. To fulfill this goal, Seekonk High School has made community service a requirement for graduation.

Destruction of Student Records After Graduation

Student records may be picked up at the School Department's Central Office for 30 days after graduation. The records will be destroyed after this 30-day window. Records related to a student's special education services will be provided during the students' graduation activities.

Please be aware that Seekonk Public Schools will transfer student records to and from other public schools without parental permission if the school department is made aware that a student is moving away from or arriving to Seekonk Public Schools, and may destroy the records 30 days after the records have been transferred. Please refer also to the Student Records sections located elsewhere in this Handbook for additional information about access to, and distribution of, student records.

Promotion Policy

The following are the minimum requirements needed to move from one grade to the next. If a student does not meet/exceed the minimum requirements, they will not be able to graduate on time. The Principal, or the student's 504 or IEP Team, may grant a waiver of these requirements based upon extenuating circumstances or a student's specialized needs based on their disability.

Grade 9 to Grade 10:

Pass both English and Math – 10 credits

Pass an additional 15 credits

Total needed – 25 credits

Grade 10 to 11:

Pass both English and Math – 10 credits

Pass an additional 15 credits

Total needed – 25 credits / 55 credits total (grades 9 & 10)

Grade 11 to 12:

Pass both English and Math – 10 credits

Pass an additional 15 credits

Total needed – 25 credits / 90 total credits (grades 9-11)

Report Card and Progress Reports

Seekonk High School distributes report cards on a quarterly basis. Progress reports are distributed at the midpoint in each quarter. Parents have access to both report cards and progress reports online. The school expects parents to carefully review the information on report cards and progress reports. An "I" (Incomplete) on the report card indicates that the requirements of the course have not been met. Students have two weeks after the quarter ends to meet the requirements of an incomplete course. Appeals for any period of time exceeding two weeks must be given to, and approved by, the principal in writing. When these requirements have been met, the grade earned will be awarded.

Course Add / Drop Period

No student will be allowed to drop a class after the first week of the semester unless administrative approval has been given. The guidance counselor will contact the parent and the classroom teacher to discuss the request. Any student who leaves the class after the fourth week of the semester may receive a WF (Withdrawal Fail) on their transcript. This will be determined by the grade the student has achieved on the day the course is dropped.

Class Rank

Class Rank is calculated at the end of each academic year for all classes. Senior class rank is determined at the end of the 2nd semester of the senior year. This ranking is used to determine the valedictorian and salutatorian. Seekonk High School publishes the names of the first and second ranking students in the graduating class. At the Class Night Assembly, these two students are presented with their awards and their accomplishments are reviewed.

The class rank calculation utilizes factors contained in the course parameters including the number of credits for the class, the weight of the course, and the actual grade. The weight of the class for courses are as follows: Advanced Placement courses 1.40, Honors level courses 1.30, College level courses 1.20, and Standard courses and Electives 1.00. It should be noted that courses taken Dual Enrollment receive a weight the same as an Honors level course at 1.30.

Students who spend their senior year in dual enrollment programs are not eligible for the honor of valedictorian or salutatorian. They are also not eligible for awards for academic recognition based on their class rank as of the end of the year.

Honor Roll

The honor roll is calculated at the end of each quarter. To be eligible, a student must carry a minimum of four major (5 credit) classes, attain an academic average of 80 or better, have no grades below 80 in any course, and have no incomplete or failing grades. The honor roll categories are as follows: Honors: an average between 80 and 89.4; High Honors: an average between 89.5 and 94.4; Highest Honors: an average greater than 94.5.

Honor Societies

National Honor Society

A student may become eligible for the National Honor Society in their junior or senior year if they have achieved at least a 90% cumulative grade point average. Admission must then be approved by a faculty committee which will evaluate them in the areas of character, leadership and service. If a member's average drops below 90%, or if the member fails to meet society requirements, they will be notified that they have one marking period to improve in order to remain part of the National Honor Society. If a student fails to improve in one marking period after receiving such a notice, they will be removed from membership in their Honor Society.

World Language Honor Societies

A student may become eligible for World Language Honor Society in their junior or senior year if they have achieved at least a 90% cumulative grade point average in a foreign language. If a member's average drops below 90%, or if the member fails to meet society requirements or their respective student agreements, they will be notified that they have one marking period to improve in order to remain part of the World Language Honor Society.

Guidance Services

Guidance counselors are available to assist students with career planning, academic assistance, college planning, and scheduling. Students are reminded that they should schedule appointments with their Guidance Counselor. Appointments may be filling out an appointment request online. Counselors will meet with students within 48 hours of their appointment request. Parents may also request a meeting with their student's Guidance Counselor. Any parent wishing to change a guidance counselor assignment should contact the building Principal.

College Application Process

Students are responsible for completing and submitting all college applications. The Guidance Counselor will submit transcripts electronically; however, if postage is necessary students must provide postage. The Guidance Office does not mail or submit applications to colleges. It is important that students remember that applications should be mailed or submitted well in advance of college deadlines. Transcript requests must be submitted at least two weeks prior to college deadlines for applications.

Homework

Homework will be assigned on a regular basis as a fundamental part of the teaching-learning program of Seekonk High School. Homework is the extension of activities begun in school by the student under the guidance of their teachers and continued at home. Students can use school-issued planners or monitor the Google Classroom platform to record all short- and long-range assignments.

Social Expectation Grade: In order to ensure that all students demonstrate responsible behavior as expressed in our Mission Statement, they will receive a social expectation grade for each course on the quarterly report card. This grade will appear on the comment line and will be assessed using the school wide Responsibility Rubric which appears in Appendix A of this handbook. Student behavior will be designated as exceeds standard, meets standard, emerging (approaching standard), or significantly below standard.

Summer School Policy

Eligibility for enrollment in summer school is as follows:

- Students must earn a minimum grade of 55 in a course;
- Students who withdraw from a course are not eligible;
- Students who have been absent more than 16 times are not eligible;
- Students who have demonstrated a documented lack of serious effort (including, but not limited to failure to complete homework, participate, or arrive on time) are not eligible; and
- Students with documented instances of repeatedly disrupting the learning process may further be excluded.

The administration reserves the right to test students on the content of materials covered in summer school before accepting credits earned in summer school. Students may take no more than 2 classes in summer school. In extenuating circumstances, if approved by the principal or their designee, a third class may be approved. If a student does not attend summer school, they may be tutored for 40 hours in a particular course (please see below for more details). The summer school grade will be listed on the transcript with a notation that it was earned in summer school. Students that fail a class more than once may request a waiver to take that class in summer school from the Principal.

Tutoring to Remediate Academic Failure

Any student seeking to make-up for a course failure who earned a minimum grade of 55 may engage a certified teacher to tutor them after the school year has ended at their own expense. Forty (40) hours of tutoring are required to remediate a failure in a 5-credit course. Twenty (20) hours of tutoring are needed for a 2.5 credit course. All tutoring arrangements must be approved by the administration prior to the start of tutoring. Tutoring may not begin until the end of regular classes. The tutor must submit a letter detailing their credentials, the time to be spent tutoring, and the subject matter areas to be covered during the tutoring. At the conclusion of tutoring, the tutor must submit a follow-up report detailing tutoring activities before credit is awarded. In addition, the tutor must submit all paperwork created during the tutoring. Seekonk High School reserves the right to test a student following the tutoring to verify the student's knowledge of the subject material.

Expository Writing

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Thesis/Focus	Effectively and insightfully develops a clear, analytical, and comprehensive thesis that provides focus to the writing	Develops a reasonable thesis that provides focus to the writing	Develops a thesis that provides a limited focus to the writing	Fails to develop a clear thesis or lacks a thesis
Development of thesis	Demonstrates sophisticated critical thinking by using comprehensive examples, reasons, and supporting evidence	Demonstrates competent critical thinking by using adequate examples, reasons, and supporting evidence	Demonstrates some critical thinking by using examples, reasons, and supporting evidence that maybe inconsistent or inadequate	Uses weak critical thinking and inappropriate or insufficient examples, reasons, and supporting evidence
Organization	Presents information with a clear coherence and smooth, logical progression of ideas	Presents information with coherence and a logical continuity of ideas	Presents information with some lapses in coherence or progression of ideas	Presents ideas that are disjointed or incoherent
Word Choice	Use a variety of highly effective word choices	Uses a variety of generally effective word choices	Sometimes uses weak vocabulary or inappropriate word choice	Uses incorrect or simplistic vocabulary
Sentence Structure	Develops a variety of sophisticated sentence structures	Develops some variety of sentence structures	Develops sentence structures that lack variety or demonstrate problems	Develops sentence structures with severe flaws or frequent problems
Language Conventions	Utilizes appropriate language conventions of grammar, spelling, punctuation, and	Utilizes appropriate language conventions of grammar, spelling, punctuation, and	Utilizes language conventions of grammar, spelling, punctuation, and usage with errors which somewhat	Utilizes language conventions of grammar, spelling, punctuation, and usage with frequent

	usage that are free of most errors	usage that demonstrate few errors	interfere with meaning	inaccuracies which interfere with meaning
Conclusion	Provides effective and complex closure that synthesizes ideas	Provides effective closure which summarizes the main points	Provides some sense of closure	Fails to provide sufficient closure

Oral Presentation

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Subject knowledge	Demonstrates mastery of the topic	Demonstrates accurate knowledge of the topic	Demonstrates some knowledge of the topic	Demonstrates little knowledge of the topic
Organization and coherence	Organizes information coherently and stays on the topic	Organizes most information and stays on the topic	Generally organizes information, occasionally straying from the topic	Poorly organizes information and often strays from the topic
Physical gestures	Actively engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Usually engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Occasionally engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Neglects to engage the audience because rarely makes and maintains eye contact or uses movement (facial expressions, posture, gestures) to focus attention and interest
Voice	Always speaks clearly/loudly	Usually speaks clearly/loudly	Speaks somewhat clearly/loudly	Does not speak clearly/loudly
Language conventions	Uses appropriate grammar and vocabulary	Uses mostly appropriate grammar and vocabulary	Makes some errors in grammar and vocabulary	Makes many grammatical mistakes

Visual aids	Creatively uses a variety of effective visual aids and/or other methods of delivery	Uses visual aids moderately effectively and/or other methods of delivery	Moderately ineffective use of some visual aids and/or other methods of delivery	Does not/ineffective use of visual aids and/or other methods of delivery
Appearance	Thoroughly demonstrates appropriate appearance	Generally demonstrates appropriate appearance	Demonstrates minimal understanding of appropriate appearance	Fails to demonstrate appropriate appearance

Problem Solving

	Exceeds standard (4)	Meets standard (3)	Approaching Standard (2)	Significantly below standard (1)
Problem identification	Thoroughly identifies the problem and defines it with precision and accuracy	Identifies the problem and defines it accurately	Identifies the problem and defines it, but with some errors	Unable/attempts to identify and define the problem
Data Analysis	Analyzes all of the relevant data in detail	Analyzes most of relevant data	Analyzes some of the relevant data but with limited details	Analyzes irrelevant data or fails to identify data
Strategies	Selects and applies highly efficient problem-solving strategies to find a solution	Selects and applies appropriate problem-solving strategies to find a solution	Incompletely attempts to use problem solving strategies to find a solution	Rarely selects/applies very few or inappropriate problem-solving strategies to find a solution
Accuracy of answer	Solves the problem without errors giving a logical answer related to important details, facts, and concepts	Solves the problem and gives a reasonable answer with minor errors	Partially solves the problem with several errors	Unable to solve the problem
Work	Presents work	Presents work in a	Presents work in a	Some work is

presentation	completely in an exceptionally clear, neat, organized, and course specific manner	clear, organized, and course specific manner	somewhat organized and course specific manner	presented in an unclear, disorganized, non-course specific manner
Interpretation and communication of results	Thoroughly interprets, draws logical conclusions, and clearly communicates results	Interprets and clearly communicates results	Interprets and communicates results with some accuracy	Incorrectly interprets and communicates results

Reading

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Identification of facts and main ideas	Consistently identifies facts and main ideas in a text correctly	Frequently identifies facts and main ideas in a text correctly	Sometimes identifies facts and ideas in a text correctly	Rarely identifies facts and main ideas in a text accurately
Summary of information	Summarizes accurately and thoroughly providing key supporting details and content-specific vocabulary	Frequently summarizes accurately providing most key supporting details and some content-specific vocabulary	Inconsistently distinguishes between summarizing and retelling ideas using little content-specific vocabulary	Rarely distinguishes between summarizing and retelling ideas failing to provide supporting details and/or content-specific vocabulary
Charts, graphs, and data	Consistently analyzes and synthesizes multiple sources of information such as charts, graphs, diagrams, and data correctly	Frequently analyzes and synthesizes multiple sources of information such as charts, graphs, diagrams, data correctly	Sometimes analyzes and synthesizes multiple sources of information such as charts, graphs, diagrams, data correctly	Analysis of multiple sources of information such as charts, graphs, diagrams, and data is seriously flawed or lacks synthesis
Use of evidence	Consistently and effectively cites substantial, relevant textual	Frequently cites sufficient relevant textual evidence to support	Uses minimal textual evidence which is sometimes	Cites little or no textual evidence which is often irrelevant to

	evidence to support conclusions	conclusions	irrelevant to support conclusions	support conclusions
Craft and structure	Consistently interprets how words, phrases, and the structure of a text relate to each other and shape meaning	Frequently interprets how words, phrases, and the structure of a text relate to each other and shape meaning	Inconsistently interprets how words, phrases, and the structure of a text relate to each other and shape meaning	Rarely interprets how words, phrases, and the structure of a text relate to each other and shape meaning
Drawing inferences and conclusions	Consistently makes clear connections between sources of knowledge to draw complex conclusions	Frequently makes clear connections between sources of knowledge to draw conclusions	Sometimes makes few connections between sources of knowledge drawing incorrect conclusions	Makes flawed or limited connections between sources of knowledge drawing incorrect conclusions

Research Paper

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Strategies for organizing and researching information	Uses highly effective strategies to organize expert information (note cards, outline, graphic organizers)	Effectively uses a variety of strategies to organize information (note cards, outline, graphic organizers)	Applies some strategies for organizing information (note cards, outline, graphic organizers)	Rarely organizes information
Analysis of sources	Thoroughly evaluates and presents information using a variety of sources to support thesis	Evaluates and presents information using a variety of sources to support the thesis	Sometimes evaluates and presents information using limited sources to support the thesis	Rarely evaluates sources or uses minimal inappropriate sources
Documentation of sources	Documents and presents sources without error in a consistent and standard format,	Documents and presents sources in a consistent and standard format, utilizing a works	Occasionally documents and presents sources in a standard format, utilizing a	Neglects to document sources in a standard format

	utilizing a works cited page and proper citations within a text	cited page and proper citations within the text	works cited page and proper citations within the text	
Thesis	Creates a clear, well-developed thesis statement that may provide new insight into the topic	Creates a clear, well-developed thesis statement	Creates a thesis statement that is not well developed or appropriately focused	Fails to develop a thesis statement
Coherence	Presents clearly organized, engaging writing (effective transitions, coherent well-structured paragraphs)	Presents organized writing (effective transitions, coherent well-structured paragraphs)	Composes a degree of organized writing (effective transitions, coherent well-structured paragraphs)	Presents disorganized writing (no transitions, incoherent paragraphs)
Language conventions/ Grammar (Mechanics)	Consistently utilizes proper language conventions (grammar, mechanics, syntax)	Nearly always utilizes proper language conventions (grammar, mechanics, syntax)	Occasionally uses proper language conventions (grammar, mechanics, syntax)	Neglects proper language conventions (grammar, mechanics, syntax)
Support of thesis/ Content (Quality of Proof)	Constructs sophisticated arguments that support the thesis	Constructs adequate arguments that support the thesis	Constructs some arguments that supports the thesis	Constructs ineffective or false arguments to support the thesis
Conclusion	Formulates an accurate and well-developed synthesis in the conclusion	Formulates an accurate and well-developed conclusion	Formulates a conclusion that isn't always supported in the body of the paper	Omits conclusion or provides an irrelevant summary

Warrior Code

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Self-Advocacy	Almost always demonstrates an	Often demonstrates an	Sometimes demonstrates an	Rarely demonstrates an

	understanding of personal and academic strengths and challenges that impact academic progress. Proactively seeks and/or initiates assistance, asks questions for better understanding, and utilizes opportunities for extra help	understanding of personal and academic strengths and challenges that impact academic progress. Proactively seeks and/or initiates assistance, asks questions for better understanding, and utilizes opportunities for extra help	understanding of personal and academic strengths and challenges that impact academic progress. Needs prompts to advocate for assistance, ask questions for better understanding and utilize opportunities for extra help	understanding of personal and academic strengths and challenges that impact academic progress. Needs continual prompts to advocate for assistance, rarely asks questions, and often refuses help when prompted
Decision Making	Almost always evaluates the options for choosing the most productive path; resulting in the most positive impact on self and others	Often evaluates the options for choosing a productive path; resulting in a positive impact on self and others	Sometimes evaluates the options for choosing a productive path; resulting in a somewhat positive impact on self and others	Rarely evaluates the options for choosing a productive path; resulting in a negative impact on self and others
Collaboration	Almost always promotes teamwork by completing an equal share of the work; as well as cooperating with others by acknowledging their views and opinions	Often promotes teamwork by completing an equal share of the work; as well as cooperating with others by acknowledging their views and opinions	Sometimes engages in teamwork by completing some of the work; as well as acknowledging others views and opinions	Rarely engages in teamwork and does not acknowledge the views and opinions of others
Productivity	Almost always demonstrates initiative, exemplary organizational skills, and effective time management skills. Consistently prepared for class and effectively completes assignments in a timely manner	Often demonstrates initiative, effective organizational skills, and time management skills. Typically prepared for class and completes assignments in a timely manner	Sometimes demonstrates initiative, organizational skills, and some time management skills. Inconsistently prepared for class and sometimes completes assignments	Rarely demonstrates initiative, organizational skills, and/or time management skills. Rarely prepared for class and/or completes assignments
Respect	Almost always	Often	Sometimes	Rarely

	demonstrates respect for self, others, school rules, materials, and environment	demonstrates respect for self, others, school rules, materials, and environment	demonstrates respect for self, others, school rules, materials, and environment	demonstrates respect for self, others, school rules, materials, and environment
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Technology

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Significantly Below Standard (1)
Applications	Consistently implements software application programs with precision and accuracy Consistently and accurately selects appropriate content-specific technological tools and equipment to gather information and communicate ideas	Usually implements software application programs with precision and accuracy Usually and mostly accurately selects appropriate content-specific technological tools and equipment to gather information and communicate ideas	Inconsistently implements software application programs with precision and accuracy Inconsistently selects appropriate content-specific technological tools and equipment to gather information and communicate ideas	Rarely or never implements software application programs with precision and accuracy Rarely or never selects appropriate content-specific technological tools and equipment to gather information and communicate ideas
Analysis	Consistently uses a variety of technology to provide a comprehensive analysis of data and draw logical conclusions	Usually uses a variety of technology to provide a comprehensive analysis of data and draw logical conclusions	Inconsistently uses technology to provide an analysis of data; conclusions may not be logical	Rarely or never uses technology; analysis of data and conclusions are often faulty
Safe, responsible use of technology	Consistently advocates and practices safe, legal, and responsible use of information, technology, and equipment Consistently abides by acceptable use policy outlined in student handbook	Usually advocates and practices safe, legal, and responsible use of information, technology, and equipment Usually abides by acceptable use policy as outlined in student handbook	Inconsistently advocates and practices safe, legal, and responsible use of information, technology, and equipment Inconsistently abides by acceptable use policy outlined in student handbook	Rarely or never advocates and practices safe, legal, and responsible use of information, technology, and equipment Rarely or never abides by acceptable use policy outlined in student handbook

III. Attendance Protocols and Requirements

Attendance Policy

The education of children is a responsibility shared by the school and families. Teachers and parents/caretakers work together to develop basic work habits that are critical to the educational growth and future vocational success of children who study at Seekonk High School. Punctuality is one of these basic work habits, and regular attendance is another.

Classroom instruction provides the most effective learning environment for students, and parents should realize that any circumstances that take a student out of the classroom will have an adverse effect upon their educational progress. It is for this reason that the system cannot look with approval upon absences for non-medical or non-emergency reasons.

We adhere to all Massachusetts Laws concerning attendance.

In particular, the M.G.L. c. 76, § 2 SPECIFIES THAT A STUDENT UNDER SIXTEEN YEARS OF AGE MAY NOT BE ABSENT MORE THAN SEVEN (7) DAY SESSIONS IN ANY SIX-MONTH PERIOD. PARENTS ARE REQUIRED UNDER THE LAW TO ENSURE REGULAR SCHOOL ATTENDANCE OF THEIR CHILDREN AND ARE SUBJECT TO A FINE FOR FAILURE TO COMPLY WITH THE LAW.

To be recorded as present for the day in order to attend extra curricular activities, a student must enter school no later than 10:00 AM and cannot be dismissed from school unexcused. If a student is dismissed medically by a school nurse during the school day, even though the dismissal is excused, the student cannot participate in after-school activities that day. It is understood that there are occasions when a student may not be able to be in school. We acknowledge the following examples as acceptable **excused absences**:

- Illness, hospitalization, or medical appointment (please note that medical evidence, such as a doctor's note, is required);
- Disability related absences;
- Court appearances;
- Approved school activity (day of Prom dismissal 11 AM or later is also considered approved);
- Religious holiday;
- Death in immediate family;
- Pre-approved college visitation: senior maximum three (3) and junior maximum two (2)
- Absences with confirmed extenuating circumstances authorized by building administration.

If the tardy past 10 AM or dismissal is **excused**, the student **can** participate after school activities.

During the course of the year, attendance will be carefully monitored. In instances of chronic, irregular, or unlawful absence, the school administration can request a physician's statement certifying such absences to be justifiable and/or may refer the student and parent to the court system for appropriate action.

In accordance with state law, parents/guardians will provide a written explanation for absence or tardiness of their child from school within three school days. This will be required in advance for types of absences where prior notice is possible. Otherwise, parents must call the main office prior to 9:00 a.m. to notify that their student will not be in attendance on a given day. A follow-up communication by administration

will be delivered to all families that did not communicate their child's absence or tardy to school. Students will be responsible for making up work not completed as a result of an absence or tardy.

Building administration will make reasonable efforts to meet with the parent and student and develop action steps for improved attendance where chronic unexcused absences/tardies are present.

Credit Loss due to Unexcused Absences and Tardies

For each Semester:

- Once a student reaches 8 unexcused absences for a one-semester (half a year) class, the student will be denied the credits earned for that class.
- Once a student reaches 16 unexcused absences for a two-semester (full year) class, the student will be denied the credits earned for that class.
- Unexcused tardies to school will count towards unexcused absences as well.

*Tardy to school = one unexcused absence from that class. If the unexcused tardy extends into the second/third period of the day, it will be an automatic unexcused absence from that/those class(es) as well.

As always the case, extenuating circumstances surrounding individual students can be taken into consideration when determining if absences without proper documentation can be excused by building administration.

Procedure to Regain Lost Credits

Students who have lost credit due to unexcused absences and/or tardies will have the one-time per semester opportunity to earn back denied credits by serving *Unauthorized Absence Recovery Sessions* (UARS). UARS are after-school sessions that run from 2:00-4:00. Students who earn permanent credit loss will need to pursue a form of credit recovery, or, in some circumstances, to retake the course in order to regain the credits. All instances of credit loss have detrimental effects on promotion and graduation requirements.

Attendance Requirements for Participation in Events

Expectations and regulations stated in the Student Handbook, or any added by the school administration and approved by the School Committee during the course of the year, will apply at all school functions, extracurricular activities, and athletics in order to ensure a safe and pleasant environment.

- Students who are absent or suspended from school for any part of the school day may not be in the building or on school grounds, and/or participate in/ attend school activities such as dances, athletic events (on or off school property), and other extracurricular activities on the day of the absence, unless authorized by administration.
- A student must be present in school the entire school day on the last school day of the week in order to participate in weekend activities sponsored by the school, unless authorized by administration.
- The administration reserves the right to exclude students based on documented instances of failure to adhere to school policies.
- See below under "Late to School Policy" for additional regulations.
- Students who are permanently denied credits under the attendance policy due to poor attendance can be excluded from participation in extracurricular activities.

College Visits (Pre-Approved)

Senior students are allowed three excused absences during their senior year in order to attend college visits, provided that a minimum of 24 hours' notice is given to the attendance secretary and proof of the attendance is returned after the college visit. Junior students are also allowed two excused absences for the same purpose. Approved college visit absences will not count toward the number of allowable absences.

Dismissals

Students are not permitted to leave the school grounds during the school day without an approved written or digital note from a custodial parent/caretaker. If a student must leave the building because of an illness or for an emergency, they must be dismissed through the nurse's or main office. To be dismissed from school, a student must present a note from their parent/guardian at the beginning of the school day to the attendance secretary. Dismissal notes must contain a telephone number where a parent/guardian can be reached for verification of the dismissal and a reason for the dismissal.

After-school extracurricular activity participation

- A student dismissed through the nurse's office due to illness cannot participate in that day's extracurricular activity.
- A dismissal is excused if and when proper documentation is provided to the main office.
- All other unexcused dismissals will need building administration's approval to participate in that or the next day's extracurricular activity.
- For any dismissal directly related to an after-school sponsored event, the earliest accepted dismissal time will be 11:00 am (for example Prom).

Extended Absences

Seekonk Public Schools is strongly opposed to the practice of students being removed from school for extended periods of time for reasons other than the student's own illness. It cannot be stressed enough that this practice may be extremely detrimental to a student's academic progress, regardless of their grade level. Each child will be responsible for completing missed assignments, as determined by the classroom teacher. Teachers are not responsible for providing work ahead of time that will be missed. If a parent/guardian insists on removing a child(ren) from school despite these possible consequences, the parent/guardian will be required to complete a Pre-arranged Absence Form and seek permission of the Principal.

Late to School Policy

For safety purposes, all outside doors will be locked at 7:25 A.M., the beginning of the first period.

The first bell rings at 7:20 am and students are expected to make their way to class at this time.

Any student not present in their first period classroom at 7:25 am will be considered tardy. If the student has a doctor's appointment, court appointment, or verified bereavement, the lateness will be excused. Other requests for excused tardies can be submitted to an administrator for approval.

- Any student who arrives to school after 10:00 AM and does not have a doctor's note, court documentation, bereavement, or other excused tardy will be excluded from participation in that day's extra-curricular activity which may include, but is not limited to, athletic contests, dances, and the prom. If an unexcused absence is preceding an off-school day (i.e. Friday before a weekend) the student can not participate in that off-day event.

Making up Missed Assignments/Classwork

In the case of short-term (up to and including three days) absences, students will be provided two school days for every one day of an unexcused absence (ex.- 3 excused days missed school, 6 school days to submit make-up assignments). Make-up for extended absences will be at the discretion of the classroom teacher with the goal of completing all make-up work within two weeks of the student's date of return.

Reporting Absences from School

The school must be contacted by telephone at (508) 336-7272 on the day a student will be absent; no notes for absences will be accepted without a telephone call. The attendance secretary will contact the home of every student who is absent or tardy unexcused if the parent/caretaker does not contact the school during the school day.

Truancy

If a student willfully misses school or class for an unexcused reason, no make-up work will be allowed. If any situation should arise where the reasons for a student's absence is in question, a parent conference will be held with the principal or their designee. Finally, the responsibility for proper conduct in school rests with the parent/guardian and student. The school committee recognizes its responsibility to provide whatever services are needed to assist the parent/caretaker in meeting their obligations, but maintains that the school cannot and should not attempt to do this alone.

Late to Class Policy

1. Excused tardiness: Each student's tardiness to class is excused if the student presents a pass signed by a faculty member, administrator, school nurse, etc., which identifies a valid reason for the student's late arrival. Examples of valid reasons for tardiness include but are not limited to being detained by a classroom teacher, receiving treatment in the health room, meeting with an administrator in the main office, consulting with a counselor, etc.

2. Unexcused tardiness: A student's tardiness to class is unexcused if they have no valid reason for their late arrival and, therefore, cannot present a pass signed by a faculty member, administrator, school nurse, etc. Teachers are expected to record a student's tardiness to class. Each teacher will maintain a classroom log to record tardiness and other student traffic during a period. Each teacher will assign teacher detention as needed before an office referral for the unexcused tardiness.

IV. Disciplinary Procedures and Conduct Expectations

School Expectations and Policies

Students are expected to respect and meet the behavioral expectations and regulations of the school. While attending school events and/or field trips off school grounds, all school rules will continue to apply. Unless it is otherwise stipulated in a student's IEP or 504 Plan, all students shall be subject to all standards, regulations, and disciplinary procedures of the school.

Student expectations include, but are not limited to refraining from:

- Speech and conduct that creates a risk of substantial and material disruption or disorder of the educational process and/ or the rights of other students, school employees, and persons not employed by the school.
- Harassment or discrimination of others based on race, color, disability, homelessness, sex, age, gender, gender identity, sexual orientation, or religion.
- Damaging, stealing, or attempting to steal school property or the property of others.
- Possessing weapons, drugs and/or alcohol on school grounds or at school sponsored events.

Seekonk High School Standards of Conduct

As students of Seekonk High School, we strive to accept the personal responsibility to uphold strong standards of both academic and personal integrity. We will strive to be positive and productive members of our school community by conducting ourselves in a manner that fosters an honest, positive, safe, and comfortable environment for all in Seekonk High School and the surrounding community.

Seekonk High School is committed to creating a school climate that is both disciplined and supportive to students and staff members in an effort to facilitate the best opportunities for teaching and learning. All violations of local, state or federal laws will be reported to the police department. All students are required to abide by school and classroom expectations and policies which are delineated in this handbook. Students may be subject to detention, suspension, or expulsion as described in this handbook, consistent with state and federal law. Other components of Seekonk High School's progressive discipline structure include, but are not limited to: counseling or other psychological/psychosocial services; conflict resolution and problem-solving skills; adjusted standards for learning and behavior; appropriate, increased supervision; customized instruction; and family involvement. Additionally, students may be excluded from class, school field trips, dances, athletic competitions, and other school-related activities due to unsafe behaviors or disciplinary infractions at the discretion of the school administration.

Consequences for infractions are at the discretion of the administrator provided that the consequences are compliant with state and federal law. Ultimately, Seekonk High School is dedicated to keeping students connected to school and therefore, at times, must appropriately adjust consequences in an effort to keep students learning, while still holding them accountable for their actions. In determining the appropriate consequence, the administrator may consider mitigating and aggravating circumstances such as:

Existence of, and/or severity of, injury to person(s), damage to property, and/or disturbance or significant disruption of the school;

Situations which create safety risks and/or participation in dangerous activity;

Consideration of the vulnerability of the victim;
Consideration of a student acting alone or in concert with others;
Disciplinary offense which also include unlawful conduct, such as sexual harassment;
Premeditation;
Consideration of the lapse of time (or interim progress) between offenses; and
Situations in which upperclassmen have involved younger students in a violation; and/or whether multiple infractions occur with the same incident.

This list is not exhaustive; other aggravating and mitigating circumstances may or may not be considered at the discretion of the administrator determining appropriate disciplinary consequences.

Teacher detention sessions are held Monday through Friday at the discretion of the teacher assigning the detention. Bus transportation after detention will not be provided. Failure to serve the detention will result in additional consequences. Students who are assigned detention will be given a one-day notice unless the teacher and student agree otherwise.

Office Detentions will be held on various days from 2:00–3:00 P.M. Students who are assigned detention will be given a one-day notice and must report to the detention on the day assigned. Failure to do so will result in additional consequences. Students are responsible for arranging transportation. Office detention takes precedence over after-school employment, athletics, babysitting, etc. Office detentions take precedence over teacher detentions unless approved by administration.

Extended Office Detention is held from 2:00–4:00 as needed throughout the school year. Extended office detention will be assigned when it is determined by an administrator that a violation of a policy in this handbook warrants more than office detention and less than an in-school or out-of-school suspension.

In-School Suspension (ISS)

In-school suspension is a disciplinary program that removes the student from the classroom setting and places him/her in a temporary alternate setting where they will receive work from classes they are missing. Students therefore have the opportunity to make academic progress while in in-school suspension. This program will be utilized as an intermediate intervention between detention and out-of-school suspension. If a student does not rectify their behavior while in this program, they will be suspended externally and, upon return, be required to make up the initial time assigned to the in-school suspension program.

Prior to assigning a full day of in-school suspension, the school administration will inform the student of the disciplinary offense with which they are charged and provide the student an opportunity to dispute or explain the circumstances surrounding the incident. After communicating with the student, the administration will inform the student whether in-school suspension is being assigned, and if so, for what length of time. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively, during a school year, this placement shall be deemed a long-term suspension for due process, appeal, and reporting purposes. The school administration will then immediately make reasonable efforts to orally notify the student's parent/guardian of the in-school suspension. A written

notification of the in-school suspension will then be sent to the parent/ guardian, which will include an offer to meet with the parent/ guardian to discuss the student's current performance and behavior in school, strategies for student engagement, and possible responses to the behavior that triggered the in-school suspension.

In-School Suspension (ISS) Expectations

Students report to the ISS location before the start of the first period or period assigned.

Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed on the next day of attendance

Restroom breaks are provided periodically.

Students eat lunch within the ISS area.

Students must bring all necessary assignments, text and materials.

All school rules apply in ISS.

Students will submit cell phones upon entry, remain seated in assigned seats and work on assignments, behavioral packets, or read appropriate material. Students will be allowed to access their school issued chromebooks for school related tasks only.

Students must produce complete academic assignments for every period of the school day.

Talking or interfering with other students, sleeping, and eating or drinking at any time other than lunch is not allowed.

Violation of ISS rules will result in further consequences. When the student returns, they must make up the time they missed from the ISS.

Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.

Due Process

Procedures for short-term suspension:

(Exclusion of a student from school premises and regular educational program for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. Unless a student possesses a firearm, controlled substance, assaults a school staff member, or is charged or convicted of a felony complaint (see Administrative Procedures based on G.L., c. 71, §§37H and 37H ½, below) the student will receive the following due process prior to a short-term suspension:

Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the date, time, and location of the hearing, the opportunity for the parent/ guardian to attend the hearing, and the right to interpreter services.

At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and what discipline shall be imposed. The student and parent/ guardian shall receive notice in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make academic progress while excluded, including making up assignments and other academic work.

The principal or designee will consider ways to re-engage the student in the learning process and shall not suspend the student until alternative remedies have been employed and their use and results documented. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Principals or designees will document the use and results of alternative remedies. Principals or designees do not have to utilize alternative remedies in the following situations: 1) if the alternatives are unsuitable or counter-productive, and 2) in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Procedures for Emergency Removal

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption; the principal may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. The principal shall make immediate and reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal. Additionally, the principal must provide written notice of the emergency removal, including the reason for the emergency removal, and the other information required in a short-term or long-term suspension notification. During the temporary removal, a notification of hearing for either a short-term or long term shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

Exclusion from Privileges

The school administration may also exclude a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct, regardless of whether the student is ultimately suspended or expelled. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Procedures for Long-Term Suspensions

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in G.L. c. 71, §37H and §37H½ (described in the School District Policies, State and Federal Regulations section, below)

1. In the event of a potential long-term suspension or expulsion, the student must be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, provide an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the right for the parent/ guardian to attend the hearing, the date, time, and location of the hearing, the right to interpreter services, the right to appeal to the superintendent, the opportunity to view the student's records, the right to be represented by counsel at the student/ parent/ guardian's own expense, the right to produce witnesses, the right to cross examine witnesses, and the right to request that the hearing be recorded and to receive a copy of the audio recording. .
2. In advance of the hearing, as at any time, the student and/or parent shall have the right to review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student.
3. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. Please note that student witnesses may not be compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.
4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The student and parent shall be notified in writing of his/her decision, including, if applicable, the disciplinary offense; the date on which the hearing took place; the participants at the hearing; key facts and conclusions reached by the principal/ designee; the length and effective date of the suspension; the date of return to school; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed. The long-term suspension will remain in effect unless and until the superintendent reverses the decision.

Exclusion from Class

A student may be sent to the office, assigned detention, or assigned ISS for any of the following non-exhaustive list of reasons:

- Repeated and habitual disruption of a class/assembly;
- Destruction of classroom equipment or supplies;
- Repeated actions which endanger the safety and well-being of others; and
- Verbal or physical threats toward the teacher or other students.

The high school administration will offer all available resources to assist those students who are experiencing difficulty in school. These resources may include counseling services offered by the guidance department and/ or any other interventions that are appropriate.

Finally, the responsibility for attendance and proper conduct in school rests with the parent. The School Committee recognizes its responsibility to provide whatever services are needed to assist the parent in meeting their obligations, but maintains that the school cannot and should not attempt to do this alone.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. While excluded, students shall have the opportunity to receive educational services and make academic progress.

Students may be expelled under the following statutes:

G.L.c.71 § 37H, which permits the principal to expel a student for possession of a dangerous weapon; possession of a controlled substance; or assault on a principal, teacher, teacher's aide, or other educational staff members on school premises or at a school sponsored event

G.L., c.71, § 37H ½ permits the principal to suspend a student, for a period of time determined appropriate by the principal, if the student is charged with a felony and 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 may also expel a student for being convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony, and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

See the School District Policies, State and Federal Regulations section, below, for more information about these statutes.

Consequences for Bus Incidents

Students are expected to abide by the school rules while on the bus. Consequences for violations of school rules on the bus may include the loss of bus privileges on a temporary or permanent basis.

For example, some possible consequences could be:

1st offense– 3 days off bus/ 2nd offense – 5 days off bus/ 3rd offense – 10 days off bus

*Lesser bus violations will be dealt with administratively and office detention(s) could be assigned.

Incidents and Consequences Groupings

The School Committee and the administration expect students to respect and abide by the expectations and regulations of the school. Therefore, all disciplinary actions and procedures are directed toward serving growth in educational and when possible social-emotional ends. Those who enjoy the privileges and rights the school provides must also accept the responsibilities, including respect for and compliance with school expectations.

Students, parents, and staff should be aware that the following chart is included in the Student Handbook as a quick reference for general consequences. Groups I-V can contain infractions not referenced in the general narrative of the Student Handbook. This fact does not detract from their ability to be enforced or consequences assigned to students for violating them. Administrators will be the final arbitrator in all disciplinary actions. Consequences for infractions are at the discretion of the administrator, provided that the consequences are compliant with state and federal law. When more than one response is available, the school administrator will use the most appropriate choice according to the severity of the offense(s) and all other aggravating and mitigating factors.

Incident and Consequence Range Groupings: I-V

GROUP I: 60-minute Office Detention (up to 2 Office Detentions)

- Failure to produce a valid hall pass when requested
- Failure to report to teacher detention
- If having first served a teacher detention, the use of electronic devices for non-educational purposes during the school day (except in the cafeteria during the student's designated lunch)
- Food and/or beverages (out of the cafeteria)
- Leaving cafeteria w/o permission
- Failure to report as directed to Administrative Office
- Overt public display of affection
- Failure to comply with the dress code (carrying hat, disruptive attire, etc.)
- Refusing to participate in class work
- Tardy to class (after prior interventions implemented)
- Other behaviors requiring disciplinary action (specified on referral)

GROUP II Extended Detention-2:00-4:00 (1-3 Extended Office Detentions)

- Repeat violation of Group I offenses
- Excessive tardiness to class
- Excessive tardiness to school
- Present in an unauthorized area without permission
- Truancy
- Failure to report to office detention
- Failure to report to assigned area, assembly, or rally
- Leaving the assigned area during a building evacuation
- A ticketed fine can be issued to any student in violation of tobacco guidelines.
- Forging notes or alteration so as to deliberately mislead
- Disruptive behavior (stops the educational process of the class)

- Profanity or other offensive language or derogatory words/expressions
- Failure to report to class
- Academic Dishonesty / Cheating / Plagiarism (zero for work, and maximum 50% credit make-up possibilities for first offense only)
- Gambling / possession of gambling paraphernalia
- Violating the Internet Policy
- Possession of self-use prescription/over the counter drugs without the knowledge/approval of the school nurse
- Other egregious behaviors requiring disciplinary action (specified on referral)

GROUP III (1-2 Day Out-of-School Suspension-OSS)

When appropriate, the In-School-Suspension (ISS) option can be utilized as a first response to modify behavior.

- Repeat violation of Group II offense
- Non-compliance to a disciplinary issue (ex. refusal to provide name, refusal to go to Main Office)
- Leaving building and/or school grounds during the school day without dismissal
- Inappropriate language (directed at a teacher/staff/student)
- Failure to report to or the removal from mandatory extended detention
- Disrespect / insolence / Excessive disruptive behavior
- Misuse of school property
- Dangerous/reckless behavior
- Dangerous/reckless driving on school property (loss of parking permit/privileges, SRO will be notified)
- Accessory to or inciting a physical conflict
- Violation of Internet Policy (for sexual issues / or for harassment / intimidation)
- Verbal assault/intimidation/threat made to other students whether verbal, physical, written, or implied
- Possession of tobacco/nicotine products (including digital vaporizers, cartridges, and the like).
- Actively smoking or vaporizing and the like on school property
- Other behaviors requiring disciplinary action (specified on referral)
- Unwanted and/or unwarranted aggressive contact with another student

GROUP IV (3-5 Day Out-of School Suspension-OSS)

The School Resource Officer will be notified of all Group IV Offenses

Behavioral/Social Emotional Interventions when appropriate are implemented prior to or in lieu of out of school suspensions

- Repeat violation of Group III offenses
- Verbal assault/intimidation against a staff member
- Fighting/physical conflict: Unlawful, offensive touching which is threatening and potentially injurious and for which there is no legal justification, excuse or consent.
- Vandalism / defacing school property / tagging (with remuneration)
- Theft or possession of stolen property
- Hazing: Any method of initiation into any student organization or team which endangers the physical or mental health of a student. Such conduct is illegal under MGL, CH 269, Sec. 17.

- Sexual harassment
- Harassment or bullying of a student
- Cyber harassment or cyber-bullying
- Obtaining money, goods, favors with the threat of physical harm
- Possession of drugs or alcohol, related materials and/or paraphernalia including, but not limited to items such as rolling papers, e-cigarette cartridges, and/or discarded containers.
- Fraud/Digital Fraud
- Actions by students in the form of intimidation viewed as retaliatory towards student(s) due to reported acts of bullying or alleged bullying.
- Other behaviors requiring disciplinary action (specified on referral)

Drugs and Alcohol

The abuse of alcohol and drugs is clearly against the law and violates school regulations. Equally serious are the detrimental physical and emotional effects caused by alcohol and drug abuse. Students who possess, use, sell, dispense, exchange, or are under the influence of controlled and/or synthetic (including but not limited to “K2”, “Spice” and/or bath salts) substances, including alcohol, and drug-related paraphernalia on school grounds at any time or at any school sponsored function are subject to immediate out-of-school suspension and/or possible expulsion for drug offenses. See, the School District Policies, State and Federal Regulations section concerning G.L., c. 71, §37H and due process procedures located earlier in this Handbook. Further, involvement with the local police department will occur, leading to possible court involvement.

Drugs or Alcohol Violation at on/off campus school sponsored event – *First Offense

Any student who is under the influence of, in possession of, or is knowingly in the presence of alcohol or drugs of any kind, at school-sponsored functions, at dances, on school busses, on school grounds, or en route to school or school-sponsored activities, will be reported to the student’s parent(s) or guardian(s), to the Seekonk Police Department and the School Resource Officer (3-5 day suspension). In cases where the student is an athletic participant, the Athletic Director will also enforce MIAA Guidelines.

Drug or Alcohol Violation at on/off campus school sponsored event – *Second Offense

Any student who has consumed or is under the influence of drugs or alcohol at school-sponsored functions, at dances, on school busses, on school grounds, or en route to school or school-sponsored activities, will be reported to the student’s parent(s) or guardian(s), to the Seekonk Police Department and the School Resource Officer (5-9 day suspension), along with counseling as directed by the state drug law (Chapter 387 of the Act of 2008). In cases where the student is an athletic participant, the Athletic Director will also enforce MIAA Guidelines.

GROUP V (10-Day Suspension-OSS- with a 37H Hearing for possible expulsion)

The Seekonk School Resource Officer will be notified of all Group V Offenses

- Repeat violation of Group IV Offense
- Threats/intimidation to a staff member, whether verbal, physical or implied.
- Arson: Any incident of arson will be reported to the student's parent(s) or guardian(s), to the Seekonk Fire Department, to the Seekonk Police Department and to the School Resource Officer
- Incendiary device / stink bombs: Any student who is involved in the causing of a bomb scare will be referred for mental health services, reported to the Seekonk Police Department, Seekonk Fire Department and the School Resource Officer. Students who are found to be either in possession of or igniting fireworks in school or on school property are subject to disciplinary action. The School Resource Officer will be notified.
- Weapons Violation: No weapon or ammunition may be brought into the school. This includes any item defined as a dangerous weapon by state law (Massachusetts General Laws, C. 269. Section 10: e.g. knives, nunchaku, metallic knuckles, etc....) as well as guns, look alike guns, bows and arrows, or any device or item potentially dangerous to the health and safety of others, or that would cause fear in others. Any weapon or ammunition brought into the school will be confiscated; the Seekonk Police and the School Resource Officer will be notified of the incident.
- Fighting / Physical Conflict 2nd offense (or excessive violence or force)
- Willful acts against the school- any action that creates fear, is destructive in nature, or threatens violence to the school assembly.
- Violation of the School Safety Act of 1994
- Violation of School Safety Policy 37H, 37H ½, or 37H ¾.
- Other egregious behaviors requiring disciplinary action (specified on referral)

ADMINISTRATIVE ACTION IN CASES INVOLVING DRUGS, CONTROLLED SUBSTANCES, WEAPONS, OR ASSAULTS – M.G.L. c. 71, § 37H:

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well

as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- (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 a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (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 have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

ADMINISTRATIVE ACTION IN CASES INVOLVING FELONY CHARGES AND CONVICTIONS - M.G.L. c. 71, § 37H½:

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal

and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76

Firearms

G.L. c. 269, § 10

Prohibition against Firearms in Schools

(j) Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means. *Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. Amended by St.1987, c. 150, s.2; St. 1989, c.648.*

Academic Integrity Policy

Academic integrity is an essential element of Seekonk High School's philosophy and focus of our core values and beliefs about learning. In order to promote academic excellence and integrity, all students are taught and expected to adhere to the ethics of responsibly documenting the ideas of others. Cheating, dishonesty, and plagiarism will not be tolerated at Seekonk High School. To mitigate confusion over what constitutes a violation of academic integrity, all students will be required to complete a plagiarism tutorial online and provide the resulting certificate to their English teacher within the first weeks of the school year. *Specific citation and turnitin.com issues and policies are covered in your teachers' syllabi.

Plagiarism is defined by The MLA Style Manual and Guide to Scholarly Publishing as:

“Forms of plagiarism include the failure to give appropriate acknowledgments when repeating another’s wording or particularly apt phrase, paraphrasing another’s argument, and presenting another’s line of thinking. You may certainly use another person’s words and thoughts, but the borrowed material must not appear to be your creation. In your writing, then, you must document everything you borrow; not only direct quotations and paraphrases, but also information and ideas.”

*The use of **Artificial Intelligence** (AI) programs such as but not limited to “ChatGPT” and other tools to create and submit your own original work is considered **Academic Dishonesty / Plagiarism**.

Academic Dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Examples of academic dishonesty and plagiarism include, but are not limited to:

- Directly quoting or paraphrasing all or part of another’s written or spoken words without notes or documentation within the body of the work;
- Presenting an idea, theory, or formula originated by another person as your own original work;
- Purchasing or receiving in any other manner a paper or assignment that is another person’s work and submitting it as your own;
- Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person, without giving explicit credit to that person via appropriate citation
- Taking, stealing, and/or using another’s assignment and submitting as your own;
- Allowing another person to take and/or use your work to submit as their own;
- Looking at another’s test or work without their consent for the purposes of copying that work and submitting as your own;
- Discussing or revealing the content and/or answers of a test, quiz, or other assignment with students who have not yet completed that assignment; stealing test keys from a teacher;
- Using any type of notes or devices to complete an assignment that have not been specifically authorized by your teacher;
- Copying from other students during an exam;
- Providing and/or receiving answers for an assignment or exam;
- Collaborating with other students on assignments when not explicitly authorized by your teacher to do so

*Any questions about what constitutes plagiarism or academic dishonesty should be addressed to your teachers, guidance counselors, or administrators.

Academic Dishonesty / Plagiarism Consequences: If a teacher believes a student may have violated the Academic Integrity Policy, they will refer the incident (with evidence) to the Assistant Principal. The Assistant Principal will assess the referral to determine the need to convene the Academic Integrity Committee. This committee will consist of the Assistant Principal, Librarian/Media Specialist, appropriate CLIA, a Guidance representative, a Special Education liaison (if applicable), and the referring teacher. The committee will meet to both confirm the teacher’s suspicion of a violation and to determine appropriate consequences **to ensure the student learns from their error**. The Assistant Principal will notify the student and the parents of the outcome.

First Offense: This violation is categorized as a Group 2 offense, therefore the student will be subject to Group 2 consequences. The highest grade a student can earn is a 50 with re-submission if the opportunity is deemed appropriate by building administration, and the parent/guardian will be notified.

Second and Subsequent Offenses: Repeat offenses are categorized as a Group 3 offense for which they must remedy their errors and will receive a zero, and the parent/guardian will be notified. Students may not re-submit the assignment in any way for full or partial credit and no alternative assignment may be submitted in place of the assignment to compensate for the zero. Other consequences to be considered may include, but are not limited to: suspension, probation or dismissal from National Honor Society (if applicable), probation or dismissal from other leadership and/or extracurricular activities/positions, reduced or no credit for a course, or documentation made on a student's permanent academic record.

This policy was compiled based upon the academic integrity, research integrity, plagiarism policies, and survey results from the following:

- Denton High School. (2011). *Denton HS academic integrity policy*. Retrieved from http://www.dentonisd.org/521203815753563/lib/521203815753563/Dentom_ISD_Academic_Integrity_Policy.pdf
- Gibaldi, Joseph. (1998). *MLA style manual and guide to scholarly publishing*. New York: The Modern Language Association of America.
- Merriam-Webster. (2012, May 16). *Definition of dishonesty*. Retrieved from <http://www.merriam-webster.com/dictionary/dishonesty>
- Springfield Township High School. (2011). *Springfield township high school research integrity policy*. Retrieved from http://www.sdst.org/documents/hs_handbook/hs_handbook_2011.pdf
- Terryville High School. (2011). *Terryville high school plagiarism policy*. Retrieved from <http://www.plymouth.k12.ct.us/page.cfm?p=395>
- Turnitin. (2012). *The plagiarism spectrum*. Oakland: iParadigms, LLC. Retrieved from http://pages.turnitin.com/rs/iparadigms/images/Turnitin_WhitePaper_PlagiarismSpectrum.pdf
- Webster's. (2002). *Webster's new international dictionary of the English language*. Springfield, MA: Merriam-Webster.

Dress Code

The primary responsibility for a student's attire resides with the student and families/caregivers. The school district and individual schools are responsible for seeing that student attire does not cause disruption to learning or disorder within the school, interfere with the health or safety of any student, or contribute to a hostile or intimidating atmosphere for any student.

Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes. Shirts and dresses must have fabric in the front, back, and on the sides (under the arms). Clothing must cover undergarments (waistbands and straps excluded). Clothing fabric must be opaque. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other classroom or activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Students may not wear:

- Clothing that contains violent language or images depicting means of violence

- Clothing that contains images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that contains hate speech, profanity, images or words that are sexually explicit, or gang affiliation
- Clothing that contains images or language that create a hostile or intimidating environment based on any protected class.
- Hats, hoods, helmets or anything else that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance or for health and safety purposes).
- Bathing suits
- Clothing as deemed by building administration to be disruptive to learning within classroom or academic areas.

Students who fail to meet these standards will be required to make appropriate changes. This list is not meant to be all-inclusive. Fads and styles change quickly and require the judgment of the school administration and staff in the areas of health, safety, and being disruptive to the educational process.

Food and Drink

Students are not to carry/consume any food/beverage (with the exception of water) in the hallways or classrooms during the school day, unless otherwise provided by a student's 504 or IEP Team (e.g., diabetic students). Students are not allowed to order food or have "take-out" food delivered by a parent/guardian from outside the school during the school day unless approved by administration.

Electronic Devices and Cameras

Student usage of any electronic device (cell phone or a smart watch) or headphones during the school day will only be allowed for SHS educational purposes and at the discretion and permission of each supervising staff member. Students are permitted to use school issued devices only.

Any other smart-device such as *smart-glasses or the like*, are prohibited from campus or off-campus events.

Laser pointers are not allowed on school property under any circumstances.

Students are NOT to voice record, to take photographs or video/audio-record etc. It is inappropriate, and can be deemed illegal, to audiotape staff members, students, parents, etc. in the school environment without the express consent of those individuals. The Seekonk Public Schools may take disciplinary action against any student who audio tapes without express authorization by the Superintendent or the building Principal.

Excessive use of these devices that causes a disruption or disturbance in the hallways or classrooms will result in disciplinary consequences up to and including prohibition of the student having a device on their person at any point during the school day. All cell phones are to be left in the classroom when students leave the room during class. Violations of this policy will be considered Failure to Follow Valid Directive /Insubordination.

Electronic Devices - Testing / Assessments. The following will be prohibited during testing at SHS to remain consistent with other assessment testing during the year:

Cellphones, smartphones & any devices (including digital watches) that can be used to record, transmit, receive, or play back audio, photographic text, or video content.

All devices are required to be in a device holder at the direction of the supervising staff member throughout the assessment period.

Forgery

Altering any form of communication with the intent to deceive shall be considered forgery. This includes, but is not limited to: absence calls, emails, school passes, absence notes, dismissal notes, progress reports, and/or report cards.

Fraud/Digital Fraud

Any attempt by an SHS student to impersonate staff/student/parents/community members through electronic communication (email, social media forum, etc.) for purposes of deceiving or misleading the intended recipient, will constitute as “school related fraud.”

Hall Passes

Any student leaving a classroom must sign out and receive an official hall pass that is kept clearly visible when the student is in the halls during class time.

Search and Seizure Policy

The Seekonk School Committee recognizes that School Administrators are under an obligation to ensure that reasonable safety, discipline and good order be maintained by and for all students at all times. It also recognizes, however, that students have certain constitutional rights. It is to balance the sometimes-conflicting need of school officials to ensure order and safety on the one hand, and the need to insure applicable constitutional rights of students on the other hand that this policy is written.

SEARCH OF STUDENT LOCKERS AND DESKS

1. Lockers and desks are the property of the Seekonk Public Schools. The Seekonk Public Schools maintain control of all locks affixed to lockers. No other locks are permitted; and such locks will be removed by the school administration.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any illegal items/substances or items/substances in violation of any school rule or Federal, State or Local law in a locker or desk.
4. Items/substances prohibited from being in lockers include but are not limited to guns/knives/weapons (real or fake), drugs or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other evidence of a school rule or legal violation.
5. Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

SEARCH OF STUDENT AND STUDENT BELONGINGS

1. Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school (NJ v. TLO, 1980) 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 collaboratively deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.
2. Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion 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. When reasonably possible, search of a student's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the presence of the student(s) whose conduct is under scrutiny and in the presence of a second school official.
3. Should a student refuse to voluntarily comply with a request for a search, the student will be detained until parents, and, if necessary, law enforcement, can arrive at school to assist, as appropriate, in the investigation.
4. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

K-9 Search Policy

Seekonk High School Administration is committed to providing students with an environment that is free of drugs and other contraband. In order to reinforce the message that drugs and other contraband will not be tolerated in school, the High School principal may conduct searches of the building for such items using the assistance of Seekonk Police Department, the Sheriff's Office, Massachusetts State Police, and canines (K-9's) trained for such searches.

Because parking on school grounds is a privilege, students' motor vehicles parked on school grounds can be searched at any time by canines.

The school administration will generally rely on the Seekonk Police Department or other law enforcement agencies to provide canines for searches. If canines from other agencies/organizations are used, steps will be taken to ensure that their reliability and accuracy have been established.

Law Enforcement and K-9 Search Procedures

1. Each canine will be accompanied at all times by a qualified and authorized trainer who will be responsible for the dog's actions. (One or more administrative staff members will be assigned to accompany each canine unit).
2. Arrival of the canines and handlers will be coordinated so that the search begins immediately upon their arrival.
3. Depending upon the area to be searched, a non-classroom area will be designated as the place to which the canine and handler will report in case the search has to be aborted, i.e. in the case of a fire alarm.

4. Just prior to the beginning of the search, the administration will inform teachers in search area to close their doors and keep students inside the rooms until further notice. If a student needs to leave for an emergency, they will be escorted away from the area by an administrator.
5. Canines and handlers will work only within areas designated by the principal. No variations will be permitted.
6. If during the search the canine indicates on a locker area, backpack, or motor vehicle, or other particular area, administrators will mark the item with a sticker and record time, place, identifying number, license plate number or parking permit number. Lockers on either side of the indicated locker will also be searched.
7. When a locker, backpack, or motor vehicle has been indicated, an administrator will make every effort to keep it under supervision until the search is completed.
8. At the conclusion of a search, a school administrator will be responsible for determining whether to conduct a more thorough search of the specific item/area where the canine indicated. Generally, indication on a locker by a canine will be considered sufficient basis for searching both that locker and the locker on each side of it.
9. If contraband is not found where a canine has indicated, the parent and student will be so notified.
10. If contraband is found, the student will be afforded due process as provided by the school handbook prior to any disciplinary action.
11. School officials will refer students suspected of criminal activity to the police.

The above considerations and procedures are designed to serve merely as guidelines when conducting canine searches at the High School. Whether or not set forth in the Guidelines, the Principal/designee is authorized to take the steps necessary to effectively respond to circumstances as they may arise, so long as the steps comply with basic legal principles governing the search of students and their belongings in a school setting.

Obligation List

Obligations to Seekonk High School for the purpose of this handbook include, but are not limited to, text books, library books, school-issued devices, extracurricular issued items, and materials fees. It is important that part of the learning process include responsibility and accountability for fulfilling one's obligations. Therefore, students who do not fulfill their obligations to Seekonk High School by the designated times will receive consequences.

Specifically, students who have outstanding obligations will be restricted from the following:

- participation in or attendance at any extracurricular activity including in-school Spirit Week;
- all sports and any other extracurricular clubs/activities
- all dances (including prom); and
- participation in the graduation ceremony.

The administration holds the right to assign additional, appropriate consequences based upon the circumstance if necessary. Obligations, as well as their consequences, carry over from year to year.

Parking Policy

The speed limit in the school parking lot is 10 M.P.H. Students may lose the privilege to park in the school parking lot if they have excessive violations of safe driving in the discipline code. Students who park in areas designated for faculty/staff or restricted will first be asked to move their cars. Morning

student drop off location is the main entrance. No students are allowed to be dropped off or picked up at the cafeteria entrance for student safety reasons. Students may ride their bicycle, scooter, e-bike, or e-scooter (referred to in the following as “bikes”) to school and are reminded that all bikes should be locked in the bike rack provided. Indoor storage for student bikes is not provided. The school will not be held responsible for bikes that are lost, damaged, stolen, or missing. Due to the high volume of automobile traffic in the High School parking lot, including a number of novice drivers, bike riders should take extreme care to follow traffic rules.”

Bullying Intervention and Prevention

Seekonk Public Schools is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 37O(d)(i)) in order to create a safe, caring, and respectful learning environment for all students. This Plan is updated to reflect G.L. c. 71, § 37O as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

Bullying Definitions:

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 37O.

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

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to: any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or

more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

Prohibition of Bullying

Bullying is prohibited: on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (b)).

Reporting Incidents

The school 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A Witness Form is available in school offices, and is available on the school and district’s websites.

Our school staff has been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O (h).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

- Investigating and/or gathering data
- Substantiating and establishing the facts
- Assessing the facts
- Documenting
- Communicating results

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (*Chapter 92 of the Acts of 2010, Section 5, Section 37O (d)(v).*) A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

Academic Activities

Seekonk Public Schools seeks to provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents and guardians. Second Step curriculum will be used in Grades K-8 for all students. In Grades K-5, Second Step is taught by the classroom teacher, and at the middle school level, Second Step is taught in Health classes. Steps to Respect is utilized in Grades 3-5 with whole classrooms as indicated by incident reports or requests by the classroom teacher, administrator, school psychologist, or adjustment counselor. There are additional interventions used as needed. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan at the beginning of the school year during administrative assemblies in Grades 6-12, and by classroom teachers in Grades K-5. At the high school, during physical education and health classes, students will be engaged in a curriculum that meets the approaches as described above. Additional interventions at the high school include social skills groups in each of the special education programs.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the Seekonk Public Schools Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

Teen Dating Violence (TITLE IX)

The school nurse, psychologist, and guidance/school counselors are available to any student who may have questions or concerns about an unsafe dating relationship.

Hazing – G.L. c. 269, §§ 17, 18, & 19

Section 17

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in the house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully and 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 provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

Discipline Procedure for Students with Disabilities or Impairments

All students are expected to meet the requirements for behavior as set forth in this Handbook. State and federal law requires that additional provisions be made for students with disabilities.

Students with Special Needs or 504 students may be suspended for up to ten (10) consecutive days, or ten (10) cumulative days, in any one school year, as would any other student under this handbook.

Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability (see below), and for special education students, that the District provides services to allow the students to receive a free and appropriate public education ("FAPE") during the suspension or exclusion. Section 504 students are not entitled to FAPE during the period of exclusion if the discipline is not a manifestation of the disability, but are entitled to make academic progress and educational services during a suspension, like a regular education student.

When a Special Needs or 504 student has been suspended for more than ten (10) consecutive or cumulative days in a school year, the TEAM will meet to conduct a manifestation determination. The manifestation determination TEAM must consider all relevant information in the student's file, including the student's IEP (or 504 Plan), in order to determine whether the behavior prompting disciplinary

removal was a manifestation of the student's disability. The TEAM determines whether or not the misconduct was a manifestation by deciding two questions:

Is the misconduct the result of failure to implement the student's IEP or 504 Plan? And

2) Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy otherwise outlined in this Handbook. Special education students will receive a free and appropriate public education during this period of suspension or exclusion. 504 students have a right to make academic progress and receive educational services like regular education students pursuant to Chapter 222. The student's TEAM should also consider whether a functional behavioral assessment (FBA), behavioral intervention plan, or changes to the student's IEP/504 Plan would be appropriate. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see below), but otherwise the student has a right to return to their placement. The student's TEAM will arrange for a functional behavioral assessment (if one has not been recently conducted on the student) and the development or modification of a behavior intervention plan.

Federal and state law also allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property; is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property; or inflicts serious bodily injury on a person, including him/herself. Under these circumstances, an IAES placement may be made whether or not the conduct was a manifestation of the student's disability. The appropriate interim alternative educational setting shall be determined by the student's TEAM.

The IDEA and G.L. c. 71B also allows school personnel the option of pursuing an expedited hearing at the Massachusetts Bureau of Special Education Appeals (BSEA) to change the current educational placement of a student with a disability if remaining in that placement is substantially likely to result in injury to the student or others.

If the parent/guardian (or student 18 years or older) disagree with the TEAM's manifestation determination, or with the decision to place the student in an interim alternative educational setting, said parent/guardian (or student 18 years or older) also has the right to request an expedited due process hearing from the BSEA.

The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Additional information on the discipline procedures for students with disabilities is available from the Seekonk Special Education Department. A child who has not been determined to be eligible for special education and related services or a 504 Plan and who has engaged in behavior that violates a code of student conduct may be eligible for the protections described above if the school has reason to suspect that the child has a disability and is in need of services. Please contact the Director of Special Education for more information.

V. Legal Rights

Nondiscrimination

According to G.L. c. 76, § 5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. Additionally, pursuant to Federal and state law, no person shall be discriminated against on account of disability, homelessness, or age. This prohibition does not prevent the Seekonk Public Schools from making age qualifications for entering and attending school or participating in extracurricular activities.

The Seekonk Public Schools does not discriminate against any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society, and rather provides equal access and fair opportunity to any group under this classification.

The District will reasonably accommodate and modify the policies in this Handbook for individuals with disabilities when necessary to ensure that individuals with disabilities have an equal opportunity to access and participate in the programs of the District and to ensure that students with disabilities receive a free and appropriate public education. If a student or other individual requires a reasonable accommodation or modification to a policy or procedure, please contact the student's Team Chair or the Director of Pupil Services.

This policy extends to students, staff, the general public, and individuals with whom the school does business.

It will be a violation of this policy for any student, district employee or third party based on a student's, employee's or third party's actual or perceived race, color, creed, ethnicity, religion, national origin, sex/gender, disability, sexual orientation, gender identity, homelessness, or age to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written); or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against or treat differently a student, District employee or third party.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, and/or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school or workplace environment, taking into consideration the totality of the circumstances on and off campus.

Harassment and Non-Discrimination Procedures

Investigation Process

It is the policy of Seekonk Public Schools to maintain a learning environment that is free from harassment or discrimination of any kind, including sexual harassment. It is a violation of this policy for any member of the school community to harass or discriminate against another individual as outlined in this policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is

substantiated, disciplinary action will be taken. All reports of harassment or discrimination shall be investigated promptly, impartially and in a manner, which will preserve the confidentiality of all concerned to the extent practicable under the circumstances except that related to allegations of sex-based harassment under Title IX, upon receipt of a formal complaint, written notice to both parties of the allegations, including the identities of the parties must be provided.

Any employee, student or third party who believes that they have experienced harassment, violence or discrimination on the basis of their actual or perceived race, color, creed, ethnicity, religion, national origin, sex/gender, disability, sexual orientation, gender identity or age or who has witnessed or learns about the harassment, violence or discrimination of another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible.

Harassment and discrimination are banned, not just at school during school hours, but also before or after school hours on all school property, including the school bus, school functions, or at school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. However, this policy does not cover allegations of sexual-based harassment pursuant to Title IX alleged to have occurred off-campus.

Harassment is defined as unwelcome conduct that creates a hostile environment. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive.

Sex-based harassment includes both sexual harassment and gender-based harassment.

Sexual Harassment as defined in G.L. c. 151 B and Title IX includes the following:

- Conditioning educational benefits on participation of unwelcome sexual conduct,
- Unwelcome sexual misconduct that a person would reasonably believe is so severe and pervasive, and objectively offensive, that it effectively denies equal access to the educational program or activity,
- Sexual assault (including dating/domestic violence and stalking) , and
 - Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals.
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

Title IX Sex-Based Harassment Reporting Responsibilities

Allegations of sex-based harassment under Title IX require the filing of a formal complaint (see process for formal complaints below). Additionally, IX requires that a formal complaint is filed by a victim or the parent/guardian of the victim or signed by the Title IX Coordinator, and alleges sexual harassment for which there is a request to investigate. A Title IX Coordinator may sign a formal complaint and start an investigation where an alleged victim does not wish to file a formal complaint under conditions specified under Title IX. Further, upon receipt of a formal complaint, written notice to both parties of the allegations, including the identities of the parties, if known, is required.

Harassment Reporting Responsibilities

Everyone in the school community is responsible for immediately reporting incidents of harassing, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or school sponsored events. Failure to cooperate with an investigation of such an incident may result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

When to Report:

- If you are a target or victim of violations to the anti-harassment policy;
- If you are a witness to violations of the anti-harassment policy;
- If you see insulting or demeaning graffiti or other visual displays; and/ or
- If you have other reasons to believe that there may have been a violation of this anti-harassment policy. This could include hearing re-occurring gossip about a possible incident or incidents.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at their discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the district complaint official.

The discrimination/harassment complaint officials for the Seekonk Public Schools are the principals of each building and the following individuals on a district wide level:

Title I of ADA

Assistant Superintendent of Teaching and Learning

25 Water St.
Seekonk, MA 02771
(508)399-5106
Fax: (508)339-5128

Title III & VIII

Director of Student Services (III)

Assistant Superintendent of Teaching and Learning (VIII)

25 Water Lane
Seekonk, MA 02771
(508) 399-5106
Fax: (508) 339-5128

Title IX/Age/Boy Scouts

Assistant Superintendent of Teaching and Learning

25 Water St.
Seekonk, MA 02771
(508) 399-5106
Fax: (508) 339-5128

Title II of the ADA, VI, VII

Assistant Superintendent of Teaching and Learning

25 Water St.
Seekonk, MA 02771
(508) 399-5106
Fax: (508) 339-5128

Homeless/Foster Care Coordinator

Assistant Superintendent of Teaching and Learning

25 Water St.
Seekonk, MA 02771
(508) 399-5106
Fax: (508) 339-5128

Section 504

Director of Special Education

25 Water Lane
Seekonk, MA 02771
(508) 399-5106
Fax: (508) 388-5128

Although Seekonk Public Schools encourages a written complaint, use of a formal reporting requirement is not required, except related to allegations of sex-based harassment under Title IX. Oral reports will be considered complaints as well.

Seekonk Public Schools will promptly (within 48 hours) determine whether the alleged victim wants to utilize formal or informal procedures and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination or violence.

Confidentiality of the complaint and investigation will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The grievance officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality, but will not issue any gag orders to the alleged victim or aggressor.

Complaints between the alleged victim and the alleged perpetrator may be handled two ways: through an Informal or a Formal Procedure.

The informal process is entirely voluntary and the complaints can opt out at any time and trigger the formal complaint process.

In certain cases, the harassment of a student may constitute child abuse under state law. Seekonk Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Procedures for Filing a Complaint

Informal

It may be possible to resolve a complaint through voluntary conversations between the alleged victim and the alleged perpetrator, which will be facilitated by a school employee or by a designated discrimination/harassment complaint official. If the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.

Formal

Step 1

The grievance officer or the discrimination/harassment complaint official shall within forty-eight (48) hours of receiving the complaint or the termination of an unsuccessful informal resolution process, meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The grievance officer or the discrimination/harassment complaint official will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the grievance officer or the discrimination/harassment complaint official.

Step 2

A prompt investigation shall be completed by the grievance officer or the discrimination/harassment complaint official within thirty (30) work days from the date of the complaint or report, unless impracticable. If the grievance officer or the discrimination/harassment complaint official anticipates that there may be discipline due to the allegations, they will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator. However, related to sex-based allegations under Title IX, the investigator of the complaint must be different from the individual who will render a determination related to the allegations.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the reporter (if different than the alleged victim), the individual(s) against whom the complaint is filed, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the grievance officer or the discrimination/harassment complaint official. Further, in Title IX investigations of sex-based harassment, alleged victims and alleged perpetrators have a right to have advisors of their choice participate in the investigation.

The alleged victim and the individual(s) against whom the complaint is filed have the opportunity to present witnesses and information to the grievance officer or the discrimination/harassment complaint official that they deem relevant. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Step 3

The grievance officer or the discrimination/harassment complaint official shall document their findings. The grievance officer or the discrimination/harassment complaint official shall send the written report of the findings to the Superintendent, alleged victim, and alleged aggressor, unless the alleged victim agrees in writing to extend the timeline.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion of whether discrimination, harassment or violence did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint; and
- g) if the District concluded discrimination, harassment, different treatment or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged aggressor will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders).

In the instance of a Title IX investigation of sex-based harassment, both the alleged victim and alleged perpetrator are entitled to the investigative report before a determination regarding responsibility is made

and the decision maker must afford each the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow up questions from each party prior to making a final determination

The grievance officer or the discrimination/harassment complaint shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The grievance official shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation occurred, up to and including suspension. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

The following level system is intended to be used as a guideline pertaining to possible discrimination/harassment/bullying offenses. It is not designed to be all-inclusive or reflect extenuating circumstances. Administrators will be the final arbitrators in all disciplinary actions and will use the following merely as guidelines in their decision-making.

Level One discrimination/harassment/bullying offenses

Infractions at this level are first time offenses that are general in nature, and include but are not limited to:

Irritating words, gestures, or actions toward another that interfere with individual’s work/education

General use of slurs not directed at an individual

Demeaning jokes, stories, or activities toward a group of individuals

Defacing school approved postings

Displays or circulation of material that promote demeaning stereotypes

Demeaning use of sarcasm

Making a false accusation(s) against another

Non-specified name calling not outlined in level 2

Corrective actions at this level may include but are not limited to:

Educational assignment

Mediation

Teacher detention

Office detention/Extended office detention

Level Two discrimination/harassment/bullying offenses

Examples of offenses at this level include but are not limited to:

Repeated Level One offenses

Displaying or circulating any form of pornography

Using racial, religious, sexual orientation or other slurs directed at an individual or specific group

Use of profanity directed at another with purpose to offend, embarrass, or intimidate

Demeaning comments about a person's size, appearance, socioeconomic status, or perceived intelligence
Threatening statements directed at an individual
Physical posturing in a threatening manner
Blocking a person's movement
Attacks on personal property
Inciting a violent act
Unsolicited sexually explicit remarks or gestures
Impeding an investigation of a complaint of harassment

Corrective actions at this level may include but are not limited to:

Educational assignment
Notification and meeting with parents/guardians
Office detentions/Extended office detentions
Suspension
Documentation in student record
Possible referral to the Safety Resource Officer

Level Three discrimination/harassment/bullying offenses

Infractions at this level include but are not limited to:

Repeated Level Two offenses
Retaliation against individual reporting harassment
Touching another person in an embarrassing, intimidating or hostile way
Any physical intimidation including but not limited to touching, pushing, or tripping
Intimidation with an object
Extortion or use of blackmail
Unwelcome sexual remarks, including pressure for dates or information on sexual experiences
Unwelcome sexual/physical advances such as pinching, patting or pulling at another's clothing

Corrective/Disciplinary actions to infractions at this level may include, but are not limited to:

Parent meeting required
Suspension 1-5 days
Documentation in student record
Possible referral to Police

Level Four discrimination/harassment/bullying offenses

Infractions at this level represent a repeated pattern of infractions that has not ceased despite prior intervention, and/or offenses that are in violation of Massachusetts State Law, including but not limited to:

Repeated Level Three offenses
Criminal threatening
Criminal harassment
Intimidation of a witness
Physical assault & battery
Indecent assault & battery
Hazing

Hate crimes

Terror provoking threats of violence against an individual or a school, either verbal or written

Responses/Disciplinary Actions at this level may include but are not limited to:

Parent meeting required

Documentation in student's record

Possible removal from team/activity if directly associated with offense

3-10-day suspension by Assistant Principal

Referral to Principal for possible long-term suspension or expulsion

Notification of Seekonk Police Department

Notification to Division of Social Services where applicable

In some circumstances the administration may initiate a risk assessment, or other testing with conditional reinstatement.

Step 4

The grievance officer or the discrimination/harassment complaint official and/or Superintendent shall maintain the written report of the investigation, findings and disposition.

The district will contact the individual harassed within fourteen (14) work days following the conclusion of the investigation to assess whether there has been on-going harassment or retaliation and to determine whether additional supportive measures are needed.

Interim Measures

Seekonk Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the reporting student and minimize the burden of such measures on complainants.

In the case of alleged sexual assault, the grievance officer or the discrimination/harassment complaint official will take additional steps as necessary, for example, referring the student to a rape crisis center, creating a safety plan and/ or designating an individual at the site level to act as a support person during the investigation.

Appeals

A party may appeal the decision of the grievance official or the discrimination/harassment complaint official in writing to the Superintendent within fifteen (15) work days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker will review in an impartial manner the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings within thirty (30) school days.

Referral to Law Enforcement and other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The grievance officer or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The grievance officer or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the grievance officer or the discrimination/harassment complaint official. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

More detailed information on the harassment policies and procedures can be found at the Seekonk Public Schools Harassment/Discrimination Policies and procedures online or at the school's office.

Resource List:

Guidance Office	508-336-7272
Assistant Principal	508-336-7272
Seekonk Police Department	508-336-8123

Individuals who believe that they have been subjected to harassment based upon legally protected classification should also be aware that they may contact the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023, telephone (781) 338-3300 or US Department of Education, Office of Civil Rights (OCR), 8th Floor, 5 Post Office Square, Boston, MA 02109-4557, telephone (617) 289-0111.

Health Room Policies

The Health Room is open during school hours. Students must obtain a pass from a teacher or an administrator to visit the Health Room. Only the school nurse or administrator, who has been delegated and trained to administer medications pursuant to school policies, may administer medication, unless the student has been approved for self-administration of medication.

UNDER NO CIRCUMSTANCE SHOULD ANY STUDENT BE CARRYING ANY MEDICATIONS TO AND FROM SCHOOL. The only exceptions to this would be in the case of inhalers, enzyme supplements for cystic fibrosis, glucose monitoring tests and insulin delivery systems for diabetes, and epinephrine pens, after following the procedures to allow the student to self-administer medication. Other requests for students with disabilities to self-administer medications may be directed to their 504 or IEP TEAMS, or to the school nurse.

All accidents, injuries or illnesses must be reported.

Allergy and Medication Policies are available in all administrative offices.

Equal Opportunity: Title IX of the Education Amendments of 1972

The governing regulations effective July 21, 1972, cover all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment. Specifically, Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under an education program or activity receiving Federal Financial Assistance.

Family Educational Rights and Privacy Act and Student Records

Both Massachusetts and the federal government have laws that exist to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);

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. It includes contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions; Administrative office staff and clerical personnel who are either employed by the school committee or are employed 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;

Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;

Local and state health department personnel to student health records, when such access is required in the performance of official duties;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following “directory” information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), Seekonk Public Schools forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

Under section 37L of M.G.L., c. 71, any student transferring into a new school district must provide the new district with “a complete school record,” including but not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

Please also note that all student records will be destroyed 30 days after the student’s graduation from Seekonk High School or 30 days after transferring to another school. Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

Non-Custodial Parental Request for Student Records

M.G.L. c. 71, § 34H

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07. A non-custodial parent requesting information shall submit a written request to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

Parent’s access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.

The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.

There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student’s records for any documentation limiting or restricting the non-custodial parent’s access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

A court order prohibiting contact with the student, as outlined above;

A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and

Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof..

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent.

Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

These records are to be placed in the student's file. Each elementary and secondary school shall provide student records within ten days including, but not limited to:

Report cards and Progress Reports

Results of standardized testing

Notice of referral for special education evaluation

Notification of enrollment in ESL program (Chapter 71A)

Notification of absences and illnesses

Notification of detentions, suspensions, or expulsions

Notification of permanent withdrawal from school

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the Seekonk Public Schools will send a student's records to the school to which a student seeks or intends to transfer. The Seekonk Public Schools does not require the consent of the eligible student or parent to forward these records.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

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.
This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Seekonk Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

Section 18

Whoever knows that another person is the victim of hazing 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/herself or others, report such crime to an appropriate law enforcement official as soon as is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, 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.

Insurance

The Seekonk Public School System does not provide insurance coverage that will pay for the costs associated with treatment for injuries students may incur at school. However, a low cost supplemental insurance plan that will pay for any uninsured costs is offered to parents at the start of each school year. Parents are strongly encouraged to consider this program.

McKinney-Vento Homeless Education Act/Title I Foster Care

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to 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. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator, Principal of Hurley Middle School, 650 Newman Avenue, Seekonk, MA 02771, 508-761-7570. For information regarding foster care students, please contact the DCF liaison of the Seekonk Public Schools, Principal of Hurley Middle School, 650 Newman Avenue, Seekonk, MA 02771, 508-761-7570. The Seekonk Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the Seekonk Public Schools' non-discrimination procedures.

Parental Notification Law

The Massachusetts Parental Notification Law ensures that parents and guardians are notified about any curriculum that primarily involves human sexuality education or human sexuality issues. The law also states that parents are permitted to exempt their children from any portion of that curriculum without penalty.

Students involved in the Health education program have a unit on Human Sexuality. The Human Sexuality Unit will focus on teaching students about self-worth and promotes abstinence as a positive and very real choice. If you have any reason to exempt your child from this course or wish to review the course curriculum, please contact your child's school.

Reporting Requirements - M.G.L. c. 71, & 37L:

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen, and the reporting requirements relating to fires in section 2A of chapter 148.

In addition, any school department personnel 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 who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

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

Restraint of Students in Public Schools

In December 2014, the Department of Elementary and Secondary Education (DESE) officially approved changes to the physical restraint regulations applicable to public education programs. The definitions of what constitutes a physical restraint have been amended substantially. Furthermore, the regulations impose additional due process, incident reporting, and data review requirements.

New procedures are in place to assure that every physical restraint is reported and logged in the main office; that the principal (or designee) notifies the parents verbally and in writing of every restraint; that parents/students have the opportunity to comment on the restraint or a report of the restraint; that a principal (or designee) personally approves every restraint over 20 minutes and every time-out over 30 minutes; that the principal (or designee) has a weekly review of individual student restraint data; and that the principal (or designee) reviews school-wide restraint data on a monthly basis.

The Seekonk Public Schools complies with the provisions of 603 CMR 46.00 dealing with restraint of students in the public schools. To that end, Seekonk Public Schools' policy is developed pursuant to those regulations and is available upon request from the principal, the Director of Special Education and Pupil Personnel Services and is available at the Superintendent's office. Further, the policy is posted in the main bulletin board of the school near the office.

Screening of 10th Grade students

Massachusetts amended the regulations on Physical Examination of School Children, 105 CMR 200.000, to improve the screening and monitoring of the health assessment of children across the Commonwealth. The amended regulations require screening for height and weight and the recording and reporting of the Body Mass Index (BMI) for all students in grade 10. Any parent or guardian who would like to waive the grade 10 BMI screening at school must submit a written request by September 30th of the school year.

Special Education

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education is provided by the school district at no cost to parents. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for a special education evaluation at any time. An evaluation shall be completed upon written consent of the parent/guardian and shall be conducted in accordance with state and federal law. A complete copy of the Parent's/guardian's procedural rights may be obtained from the principal's office or from the special education office.

Section 504

Some students with disabilities may be entitled to services and other accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. To qualify for a 504 Plan, an individual must fit into qualification # 1 and require services and other accommodations to meet their educational needs as adequately as the needs of nondisabled students are met. The determination of such qualification shall be made by a team of persons knowledgeable about the disability and/or the student. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504. A complete copy of the Parent's/Guardian's procedural rights under Section 504. may be obtained from the guidance department's office.

Service Animals

Seekonk Public Schools acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act (28 CFR 35.136(a)).

Students' Rights

The legislation in G.L. c.71, Sections 82-85 is summarized as follows: the students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing views through speech and symbols (b) writing, publishing and disseminating personal views as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks subject to a reasonable time, place and manner restrictions.

Students have the right to dress as they wish provided their dress does not violate reasonable standards of health, safety, and cleanliness. No student shall be discriminated against because of marriage, pregnancy, parenthood, or actions outside of school which have no nexus to school or school activities. Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

No student shall be excluded from or discriminated against in admission to the Seekonk Public Schools, or in obtaining the advantages, privileges, or courses of study and extracurricular activities of the Seekonk Public Schools on account of age, race, color, sex, religion, gender identity, national origin, sexual orientation, or disability.

The specific statutes are available at:

<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71>

Alcohol, Tobacco, and Drugs SPS Interventions

The Seekonk Public Schools provides age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12. Screening, Brief Intervention, and Referral to Treatment (SBIRT) is a comprehensive public health approach for delivering early intervention and treatment services to people with, or at risk of developing, substance use disorders. The Seekonk Public Schools will implement the SBIRT, to screen pupils for substance abuse disorders in grades 7 and 9. A parent or guardian may opt out of the screening by written notification at any time prior to or during the screening. In view of the fact that the use of alcohol and/or drugs can endanger the health and safety of the user, and recognizing the deleterious effect the use of drugs or alcoholic beverages can have on the maintenance of general order and discipline, the Seekonk Public Schools prohibits the use of, serving of, or consumption of any alcoholic beverage or drugs, such as marijuana, steroids or any controlled substance, on school property or at any school function. Please see the tobacco policy on prior pages.

Equal Access to all Aspects of K-12 Program

The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011

Evaluation of Bias Content in Instructional Materials

The district asks that teachers in the district review educational materials to guard against simplistic and demeaning generalizations and bias on the basis of race, color, disability, age, sex, gender identity, religion, national origin and sexual orientation. This goes beyond a typical review of standard curriculum materials. Teachers must review all educational materials they bring into the classroom, whether it be a news article, picture book, advertisement, etc. on an ongoing basis. The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth

and depth, and congruence of instructional strategies and assessments with district content standards. If a teacher does discover bias in a certain material they must also then develop appropriate activities, lead discussions or provide additional material to provide balance and context.

All staff will receive bias training information in annual Civil Rights training. Materials will include a sample checklist for teachers to use when bringing educational materials into the classroom and for reviewing long-standing curriculum.

In the case that a student or parent/guardian believes that any curricula or supplementary material is inappropriate for a school setting, the district encourages families to share their perspective so that together teachers and parents/guardians can make sense of the situation, look at it from different lenses, and establish a resolution focusing on providing balance and context for any stereotypes depicted in materials.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Seekonk Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

VI. Student Affairs

Extracurricular Activities

Students are encouraged to enroll in extracurricular activities as a means of enriching their high school experience. Some of these clubs may be eliminated during the year due to budgetary issues. Students interested in starting a club or activity must petition the Principal in writing.

Extracurricular activity participation requirements

*All extracurricular activities are privileges that can be withheld by Building Administration with any violation(s) of student handbook policies and procedures.

*All extracurricular activities' participation by students are held to the same standards as athletics in regards to attendance requirements and academic performance

Ex.- Any student tardy unexcused after 10:00 am or dismissed unexcused cannot participate in that day's extracurricular event, unless having administrative approval.

Ex.- Any student who fails more than one academic class in a quarter, will be ineligible to participate in that extracurricular activity until grades close the following quarter. This applies for 4th quarter to the 1st quarter of the following school year.

Obligations- A student cannot participate in any athletic sport/season, club, or activity unless all outstanding obligations (textbooks, athletic knitwear, etc.) are met and settled.

Permanent Credits Loss - Any student who has been permanently denied credits loss due to attendance cannot participate in extracurricular activities for the remainder of the semester at the time of denial of credits.

Dismissals - Please see *Dismissals* section on page 27 for further clarification.

The following activities have been or are offered at Seekonk High School:

Art Club	Honor Bowl	Paper Cuts	Spanish Club
Audio/Video Club	Jam Club	Photography Club	Spanish Honor Society
Book Club	Key Club	Portuguese Club	Student Council
Drama Club	Math League	Portuguese Honor Society	Table Tennis Club
Dungeons and Dragons	Model United Nations	SADD	Theoretical Physics Club
Frisbee Club	National Honor Society	Science Club	Yearbook Club
Gay/Straight Alliance	Outdoor Adventure Club	Ski Club	Yoga Club

Athletics

Specific regulations are listed in the Athletic Handbook. To access the Athletic Handbook, please click on the following link:

https://docs.google.com/document/d/1LiUvADwcbSkUPBtgj_ZkB2GjE4oXM8hl/edit?usp=sharing&ouid=101241299585944906910&rtpof=true&sd=true

To participate in a sport a student must maintain athletic eligibility, must have a copy of a physical examination completed by the student's doctor within a year of the sports season, and be free of all outstanding school obligations. Any student who has failed two or more courses in the academic quarter preceding or during an athletic season will be ineligible. All incoming grade 9 students will be eligible for Fall Sports from an academic standpoint, assuming that the student's physical examination allows for participation. In addition, in order to participate in practice and athletic competition on any given day, a student must be present in school for three periods of that school day. Students are not allowed to practice or compete if they are not present in school, unless permission is given by the building principal or their designee. Students that are, or become, academically ineligible to participate in Athletics may only practice with the team after receiving the express permission from the Head Coach, Athletic Director, and Principal.

Athletic teams available at Seekonk High School are:

Fall	Winter	Spring
Competitive Cheer	Basketball	Baseball
Cross Country	Gymnastics (co-op)	Lacrosse
Field Hockey	Ice Hockey (co-op school)	Outdoor Track
Football	Indoor Track	Softball
Golf	Swimming and Diving (co-op)	Tennis
Soccer		Unified Track
Unified Basketball		
Volleyball		

Seekonk High School Athletic Events' Spectator Expectations

Seekonk Public Schools is committed to the highest ideals of sportsmanship, as well as to establishing a healthy environment for competition.

We expect that student-athletes, coaches, parents and spectators will treat opponents, game officials and visiting spectators with respect during the heart of competition.

There will be a zero tolerance expectation for the following behaviors

1. negative statements or actions towards competitors, coaches, game officials, or fans in attendance at our events.
2. taunting, trash-talking, baiting, berating players, coaches, or officials, or actions which ridicule or embarrass.

Our athletic department, as well as the South Coast Conference has a "zero tolerance policy" for these types of behaviors. **Offenders will be ejected**, and school disciplinary codes outlined in our student handbook are also in effect. These types of behaviors are addressed in the Massachusetts Interscholastic Athletic Association (MIAA) manual as well...

"The MIAA reserves the right to warn, censure, place on probation, or suspend up to one calendar year any player, team, coach, game or school official, or school determined to be acting in a manner contrary to the standards of good sportsmanship."

Seekonk Public Schools, in turn, reserves the right to impose the same penalties on spectators displaying poor sportsmanship at any of our contests, home and away.

Dance Policy and Procedures

1. Students bringing guests to proms and dances must have a contract signed by the student's parent/guardian and approved by the administration before purchasing tickets. Students are not allowed to switch tickets without the approval of the faculty member sponsoring the dance.
2. Tickets are not sold at the door for any dances.
3. Students must arrive at the dance within 30 minutes of start time and stay until 30 minutes before the end time unless they have received prior permission from the administration.
4. Students and guests who violate school rules at a dance are subject to exclusion from future events.
5. Guests in excess of 20 years of age are not allowed to attend dances.

Students are prohibited from using, possessing or being under the influence of alcohol on school property or at school-related functions. Therefore, it is the policy of the Seekonk School Committee to permit the use of a breathalyzer to detect alcohol use at any school-related functions as deemed appropriate by building administration when there is a reasonable suspicion of alcohol use. If the results of this test are positive, a second test using a different portable unit will be administered. If this second test is failed, a third test will be administered.

If this test is positive the student will be:

1. Denied admission to the event;
2. Held by the school until a parent or guardian picks them up; and
3. Suspended from school in accordance with policy.

All Students and Guests Regardless of Age are to adhere to the no drinking policy. Students are reminded that the possession of alcoholic beverages on school property violates state law and carries a penalty of imprisonment for not more than thirty (30) days or by a fine of not more than \$100 or both.

Overnight or Late Night Field Trip

Advance approval by the Superintendent is required for any student trip involving late night or overnight travel. Any student or staff member planning late night or overnight travel should consult the school committee policy on late night and overnight travel prior to making any travel arrangements.