



Ezra H. Baker
Innovation School



2025-
2026

Family-Student Handbook

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Ezra H. Baker Innovation School

**810 Route 28
West Dennis, MA 02670**

**MAIN OFFICE
(508) 398-7690
FLANAGAN**

PATRICK M. RILEY
Principal

ELLEN

Assistant Principal

From The Principal

Dear Families,

We are so excited to begin this year! This year we are welcoming over 380 students to our school in preschool through third grade. It is my great honor to lead our school forward following Mr. Kevin Depin's many years of service and dedication to the students and families we serve. I look forward to continuing many of the traditions that foster such a strong sense of community here and will take time to listen to educators, families, students, and community members to help shape our direction for the future.

Throughout the year, we look for meaningful and fun ways to bring our entire school community together. We host both virtual and in person Family Reading Nights. In late fall, we host a Family Dinner, which offers a chance for families to meet and share a meal together and kicks off our school theme of community service. Our winter concert offers a chance for our students to show off their musical skills. In spring, our learning fair is a great way to reflect on all that we have learned as well as spark some interest in new topics as we head into summer.

Effective Home/School communication is the foundation of a great school year. Classroom teachers and the office send messages to families using the ParentSquare platform. We will use this platform as our primary means of communication. Please consider joining our Parent/Teacher Advisory Council which meets several times throughout the year, or our School Council which meets monthly and develops an annual plan for school improvement. In October and March, Parent/Teacher Conferences will be scheduled to update families on student progress, and report cards will be sent home in December, March, and June. Our Open House will be on Thursday, Sep 25, 2025, from 6:00-7:30.

Let's make this a great year! Working together, we can realize our school's core values:

All students will learn and excel in a school environment that:

- *Honors their Academic, Physical, Social, and Emotional Needs,*
- *Embeds and Practices Diversity, Equity, and Inclusion, and*
- *Values Arts Education and Community Service*

Sincerely,

Patrick M. Riley
Principal

EHBi

Our Mission and Core Beliefs

Our Mission:

To empower students to become successful, independent, self-directed, curious, and healthy citizens of the world.

Our Core Beliefs:

All students will learn and excel in a school environment that:

- Honors their Academic, Physical, Social, and Emotional Needs,
- Embeds and Practices Diversity, Equity, and Inclusion, and
- Values Arts Education and Community Service

Our Innovation:

As an Innovation School, we endeavor to make the most of each instructional day and to attend to student wellness. Our daily schedule is designed to maximize academic time, including foreign language instruction for all students, while still providing students with increased learning time in the arts. ***The Ezra H. Baker Innovation School***



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Our Core Values and Beliefs



In D-Y, our Core Values—

Equity, Dignity, Excellence, Community, and Integrity

—serve as the foundation for everything we do. They reflect what we believe in, what we stand for, and what we are committed to protecting as a school district. These values guide us through challenges, unite us with a shared purpose, and ensure that every decision we make is aligned with the principles our community holds dear. By establishing a clear and consistent set of values, we create a common language and shared expectations that transcend individuals and leadership changes. Our Core Values define who we are today and shape who we strive to be in the future—as a school system and as proud Dolphins.

Dennis-Yarmouth Regional School District

Strategic Objectives

1. Eliminate disparities in access and achievement for every student by

providing learning experiences that promote student independence through strong tier 1 instruction utilizing high-quality instructional materials, leveraging district resources of staff, administration, curriculum, technology, and professional learning structures, and strengthening and fostering relationships with students, families, the community, and all stakeholders.

2. Establish consistent district-wide systems to support organizational effectiveness that support

student learning, effective communication, the development of a positive public image of the district, and allow D-Y to be able to respond effectively to changes in the education landscape as they occur.

3. Address the district's short and long-term facilities and capital needs by developing a

multi-year capital plan, collaborating with the appropriate governance boards to appropriate funding, and securing the support of stakeholders to ensure a safe and 21st Century learning environment for all students and staff.





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ELLEN

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Dennis-Yarmouth Regional School District Vision Statement

“The Dennis-Yarmouth Regional School District is committed to empowering each student to achieve excellence with integrity in a changing world.”

Administration Building
296 Station Avenue
South Yarmouth, MA 02664
(508) 398-7600

Dr. Marc Smith, Ed.D.
Superintendent of Schools
(508) 398-7605

Maria Lopes
Assistant Superintendent of Pupil Services
(508) 398-7624

Jessee Clements
Director of Finance and Operations
(508) 398-7610

Betsy Pontius
Director of Instruction/STEM
(508) 398-7621

Sherry Santini
Director of Instruction/Humanities & Arts
(508) 398-7620

DYRSD School Committee Goals

- Support a positive public image of the Dennis-Yarmouth Regional School district through all mechanisms available to the Committee including, but not limited to, funding for necessary communication strategies, utilization of meeting agendas, advocacy among other town boards, and regular review of policy that supports the school leadership in achieving this goal.
- Ensure that every student feels safe, welcome, respected and appreciated within Dennis-Yarmouth Regional School District. The Committee will ensure this by working with the superintendent to collect and review data from students and families related to access and belonging. The Committee will collaborate with the superintendent to use this data to:
- Ensure for the health, safety, and security of every student and staff member of the Dennis-Yarmouth Regional School District. The Committee will accomplish this by overseeing and evaluating the superintendent's implementation of a new safety Standard Response Protocol (SRP) within the school district. Further, the committee will collaborate with the superintendent to determine any short and long term fiscal and policy needs that arise as a result of the SRP implementation.

Ezra H. Baker Innovation School Staff Listing

2026-2027

MAIN OFFICE

Patrick Riley – **Principal**
 Ellen Flanagan –
Assistant Principal
 Caren DeCristofaro –
Admin. Asst. to Principal
 Teresha Pearce – **Admin.**
Asst.
 Emily Atkins –**Receptionist**

STUDENT SUPPORT

Karen Pineau – **BCBA**
 Leah Rockwell–
School Psychologist
 Tanya Roza –
School Social Worker
 Julia Fraser –**School Nurse**

KINDERGARTEN

LTS
 Jasmine Schultz
 LTS
 Erin Tierney

GRADE 1

Patricia Arone
 Danielle Cash
 Haley Good
 Brooke Leidner

GRADE 2

Pamela Egan
 Renee Lee
 Heather Morgan
 Jenna Iachetta

GRADE 3

Shannon Feeney
 Holley Mitchell
 Lauren Paciello
 Jilanne Silvester

EARLY EDUCATION

Carol Conway
 Jennifer Linberg
 Meghan Stuber
 Tiffany Terranova

ART

Kassydi Kingsbury

EL

Carolynne Beless
 Adriana Burke
 Nicole Caucci
 Andrea Weingartner

LIBRARY/TECHNOLOGY

MUSIC

Janice Smith

PHYSICAL EDUCATION

Mitchell Hayes
 Ryan Johnson

OT & SPEECH/LANGUAGE

Molly Kibble – **SLPA**
 Amy Young – **OT**
 Sue Picking - **PT**

STAR PROGRAM

Andrea Cogan
 Ian Mills
 Corrine Coyle
 Stacy Scipione

READING

Meredith Henderson - **Grades**
2-3
 Lisa Kucia - **Grades K-1**

Math

SUPPORT TEACHING

Rebecca Pearson
 Katherine Richter
 Kyle Kliment

SPANISH

Carolina Larrain

SPECIAL EDUCATION

Burlingame, Erin -
Team Chair
 Jeanne Campbell
 Rebecca Craig
 Valerie Wilkey-Farrell

PARA-PROFESSIONAL

Lucas Booth
 Melissa Burgess
 Sheila Chiaradonna
 Shannon Cohan
 Kerry Cox
 Molly Cyr
 Cynthia Donovan
 Shannon Filteau
 Catherine Finn
 Bev Florance
 Jasmine Garcia
 Mark Gaulrapp
 Samantha Gilchrest
 Julia Howard
 Julie Jones
 Theresa Martell
 Noeleen Meola
 Kate Mooney - **Duty Asst.**
 Patricia Plucinski
 Taylar Ruell
 Deborah Scapicchio
 Jessica Schmelzer
 Jordan Schmelzer
 Walsh, Yvette



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PATRICK M. RILEY
Principal

ELLEN

Assistant Principal

CAFETERIA

Maureen Holmes-

Cafeteria Manager

Cindy Cote

Sandra Guilardi

Kim LeBoeuf

Meredith Webster

CUSTODIAL

Guay, Maureen

School Calendar

Link to School Calendar: [2025-2026 School Year Calendar](#)



Dennis-Yarmouth Regional School District

2025-2026 School Calendar

Approved 8.12.24

August							September (20 days)							October (21 days)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
November (17 days)							December (17 days)							January (19 days)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
February (15 days)							March (22 days)							April (17 days)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
May (20 days)							June (17 days)							First and last days of school Holiday/Vacation - no school Tea. Prof. Day - no school 1/2 day of sch. - students 1.5 hr. early rel.-students 1/2 day students & staff						
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						1	1	2	3	4	5	6								
3	4	5	6	7	8	9	7	8	9	10	11	12	13							
10	11	12	13	14	15	16	14	15	16	17	18	19	20							
17	18	19	20	21	22	23	21	22	23	24	25	26	27							
24	25	26	27	28	29	30	28	29	30											
31																				
8/26/25 Teacher Professional Day - No School							Administration Office							508-398-7600						
8/27/25 Teacher Professional Day - No School							Dennis-Yarmouth High School							508-398-7630						
8/28/25 Teacher Professional Day - No School							Dennis-Yarmouth Middle School							508-778-7979						
9/1/2025 Labor Day							Dennis-Yarmouth Intermediate School							508-398-7695						
9/2/2025 Teacher Professional Day - No School							E.H. Baker Innovation School							508-398-7690						
9/3/25 First Day of School K-12							M.E. Small Elementary School							508-778-7975						
9/4/25 First Day of Preschool							Station Avenue Elementary School							508-760-5600						
10/10/25 Teacher Professional Day - No School							Early Learning							508-778-7988						
10/13/25 Columbus Day							District Website: www.dy-regional.k12.ma.us													
11/11/25 Veterans' Day																				
11/26-11/28 Thanksgiving Break (Half Day 11-26)							Conference Days: (Early Release All Grades)													
12/24-1/2/26 December Vacation							10/21, 10/23, 3/10, 3/12													
1/5/26 School Resumes							1.5 Hour Early Release Days All Grades:													
1/19/26 Martin Luther King, Jr. Day							10/1, 11/5, 1/7, 2/4, 4/1, 5/6													
2/16-2/20 Presidents Day Holiday & February Vacation							Trimesters:													
4/1/2026 Kindergarten Registration Begins							9/3-12/5, 12/8-3/20, 3/23- last day of school													
4/3/2026 Good Friday (Half Day)							HS Quarterly Term Dates:													
4/20-4/24 Patriots Day Holiday & April Vacation							9/3-11/5, 11/6-1/23, 1/26-4/6, 4/7- last day of school													
5/25/26 Memorial Day							Report Card Target Dates:													
6/6/26 D-YRHS Graduation							K-7: 12/17, 4/1, last day of school													
6/19/2026 Juneteenth Day							HS: 11/14, 1/30, 4/14, last day of school													
6/24/2026 Last day including 5 snow days																				
District Open House Dates:																				
9/11 DYI and DYM																				
9/16 MES 9/18 DYH																				
9/17 SAE 9/25 EHBi																				
9/3 Preschool																				



MAIN OFFICE
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PATRICK M. RILEY
Principal

ELLEN FLANAGAN
Assistant Principal

Phone Numbers and School Closings

EHBi OFFICE:	508-398-7690
FAX:	508--398-7693
ATTENDANCE LINE:	508-398-7690 (Option 1)
FIVE STAR BUS COMPANY:	508-443-5080

D-Y Regional Website: www.dy-regional.k12.ma.us

DURING THE WINTER MONTHS - NO SCHOOL ANNOUNCEMENT

On days when inclement weather forces the closing of school, a no-school announcement will be issued by the office of the Superintendent of Schools. If you signed the appropriate form and returned it, a message will be sent to your primary phone number via REMIND. The information will also be broadcast by local radio stations at 6:00 A.M. and at intervals thereafter. Radio stations to listen to are: 95.1 (WXTK), 99.9 (WQRC), 106.1 (WCOD). The announcement of no school will also be listed on TV channels CH. 4 (WBZ), CH. 5 (WCVB) and CH. 7/56 (WRKO/WHDH) and can also be found on the District Web site: www.dy-regional.k12.ma.us

We ask parents NOT to call the office for information regarding school closings on snowy days. Thank you.

General School Information

Daily Schedule

SCHOOL HOURS:

School begins at 8:58 AM. Parent drop-off begins at 8:48 AM. Students are dismissed at 3:35 p.m. to Parent Pick-Up and dismissed at 3:35 for Buses.

DAILY SCHEDULE

K-3

8:48 AM	Teachers Report
8:50-8:58 AM	Student Arrival - Breakfast
8:58 AM	School begins – Students are marked tardy after 8:58 AM
3:30 PM	Parent Pick-Up Dismissal Begins
3:40 PM	Students dismissed to buses

Early Education (Tuesday- Friday)

AM	Drop Off	8:58 AM	Pick up	11:28 AM
PM	Drop Off	1:10 PM	Pick up	3:40 PM

HALF DAY/ EARLY RELEASE DAYS

Half Days:

Early Education Dismissed at 11:28 AM
Parent Pick-Up Dismissed: 12:00 PM
Buses Dismissed: 12:10 PM

Early Release Day:

Parent pick-up Dismissed: 1:50 PM.
Buses will be called at 2:00 PM.
The school day ends at 2:05 PM for early release days.

Related Arts

- In addition to the core academic areas of Literacy, Math, Science, and Social Studies, students will have instruction in the Related Arts: Art, Music, Physical Education, Library, Technology, and Spanish.
- Students in grades 1-3 will have Related Arts for fifty minutes daily. **Kindergarten students will have Related Arts for forty minutes.**
- A classroom has the same Related Arts class every day for a 5 day period on a rotating basis. Students have excelled in the arts using this scheduling model so we have implemented it again this year.
- Additionally, students will have Spanish class every week for forty minutes.



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Assistant Principal

Recess/Lunch Schedule

Grade	Recess	Lunch	Recess
K	11:00 - 11:20	11:20 - 11:40	11:40 - 12:00/2:00-2:20
1	11:20-11:40	11:40-12:00	12:00 - 12:20
2	12:40 - 1:00	1:00-1:20	1:20 - 1:40
3	12:20-12:40	12:40 -1:00	1:00 - 1:20

Breakfast and Lunch Procedures

- Breakfast will be served as a “grab and go” model. Since EHBi is a Universal Breakfast school, all students will be able to “grab” breakfast on their way to class without paying.
- Students eat lunch in the cafeteria. All students can eat school lunch free of charge. Each day there are several lunch items from which to choose. A lunch menu is posted on the school website. You can find the link here: <https://www.dy-regional.k12.ma.us/district/food-services>
- Students may choose to bring lunch from home as well.
- Each preschool classroom has a daily snack. Snacks will be provided by the family.

Attendance

Attending school has a huge impact on student success. The practice of getting to school every day builds a habit that helps a student persist and succeed beyond high school. Regular attendance also provides students with more and better opportunities to learn. It is our goal that all students attend at least 90% of the school year.

We realize that some absences are unavoidable due to health problems or other circumstances. We want to be proactive in addressing any potential concerns if there is the possibility that a student will miss ten percent or more of school days. As a district, we are committed to partnering with families to establish clear lines of communication to ensure that you stay informed regarding your student’s current rate of attendance. This will include the following actions:

- Pre-recorded calls from the school whenever we have not been notified of your child’s absence;

- Attendance letters will be sent to families when your child has been absent 4 or more days; 8 or more days; and 12 or more days. Each tier will provide an opportunity to discuss any barriers or concerns that may be interfering with your child's attendance;
- Helpful tips and strategies for managing a variety of common issues that contribute to absenteeism.

We appreciate your partnership in this important effort.

Tardiness

The student day is 8:58 AM - 3:40 PM. Students arriving to school after 8:58 AM are considered tardy and must be escorted to the office by a parent so that their attendance can be properly recorded. Please make every effort to develop good attendance habits with your child.

Dismissal

We ask that you request early dismissal only in unavoidable situations, and that such requests are kept to a minimum.

Students may be dismissed when they become ill during a school day, or by written request from a parent or guardian.

When picking up a child, parents should stop at the office to sign him or her out of school.

Any parent may make an adjustment to your child's pick up routine. If you wish to pick your child up at dismissal time, rather than having them ride the bus, please send a note to your child's teacher stating your intent.

A student will not be dismissed to anyone other than a parent, unless a written note is sent to the school office prior to such dismissal.

Arrival and Dismissal Procedures

AM

- Parents dropping students off will enter the lower playground and enter a queuing lane
- Students enter the building and directed to class at 8:58 AM

PM

- Afternoon dismissal begins at 3:35 pm. Students are dismissed from their classrooms and go to the gymnasium where staff supervise the dismissal to parents in parking lot
- We ask that parents please remain in your vehicle
- Form three lines of traffic around the perimeter of the lower parking lot.
- Display student name
- Child will be brought to you
- Thanks for your patience!



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Principal

ELLEN FLANAGAN
Assistant Principal

Safety Procedures

In partnership with local law enforcement, School Resource Officers and fire department officials, students and teachers will be practicing these safety protocols regularly throughout the year:

- Fire drills in case of fire
- Lock down drills in case of a critical incident

A notice will go home at the beginning of the school year regarding drills. In an emergency, parents will be notified using ParentSquare.

Home-School Communication: ParentSquare

ParentSquare assists us in passing along key information regarding school events by allowing us to send text and/or email messages to all of our families or all their contact numbers within minutes. The service is only successful if we have correct contact information for all students and their families. Please make certain that we have the most up-to-date direct dial numbers and email addresses for your child. Most typical information, including the bi-weekly newsletter, is sent via text. Families have the option of requesting paper copies.

Student Dress Code

Children should dress comfortably and safely. Closed-toe shoes with rubber soles are recommended. Please see the District Dress Code in the Policy section of this Handbook. Elementary, Middle and High School codes will be consistent in expectations and are based on the following principles:

- Attire shall be appropriate for all activities and not detract from the educational process.
- Attire shall comply with school requirements for health and safety.

Students and parents will be responsible for choosing attire that conforms to the guidelines established in each school. Adults are expected to conform and model the Student Dress Code while on school district property and at school functions.

Breakfast/Lunch Program

All students at EHBI are eligible for free breakfast. The Universal Breakfast Program has been successful in our school and our district, and we are excited to offer a free, nutritional breakfast to our students.

School lunches are available to every pupil, grades K-3 at no cost for the 2025-2026 school year. Monthly lunch menus are posted on the district's website. You can find the link here:

<https://www.dy-regional.k12.ma.us/district/food-services>

Birthday Celebrations

We are working even harder to provide our students with healthy options at school. For this reason, we are asking that families no longer send in treats to celebrate student birthdays. Instead, each student receives a special birthday bracelet and pencil on his/her birthday. Arrangements will be made for students whose birthdays fall outside of school time. Thank you for your support!

Telephone Calls

Children will be allowed to use the phone to call home **in emergencies** only.

Electronic Games, Toys, Cell Phones, Smart Watches, & Trading Cards

Because of the age of our students and the expense of the above items, we request that these items **remain at home**. Lost or traded items have caused problems in the past, both on the bus and in school. Only in special circumstances will such items be permitted at school. Thank you in advance for your cooperation.

Student Searches

Students and their families are hereby on notice that students have no expectation of privacy in the personal property and belongings that students bring with them to school, as well as no expectation of privacy in school issued desks, and any other school-issued items.



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Bus Transportation

Bus transportation is provided by Five Star Bus Company located in South Yarmouth. They can be reached at **508-443-5080**. Please consider adding this number to your phone contacts.

Any transportation changes must be documented with a written note by the parent/guardian. Children will not be allowed to ride a different bus or get off at a different stop without written permission from the parent. Permission to change buses will generally be granted, unless to do so would cause overcrowding of a bus. Drivers are informed of any passenger changes.

In the interest of safety, all students will not be dropped off at their bus stop unless the parent, guardian, or other pre-authorized adult, known to the bus driver, is at the bus stop. If no one is at the bus stop, the school will be notified and the child will be brought back to MES. You will be called by the school to come and pick your child up.

PARENTS: Please familiarize yourself and your child with the Bus Rules & Regulations. This is sent home the first day of school. All riders are required to follow these procedures. A specific system of warnings has been established by the bus company and the school district. The responsibility of transporting school students to and from school each day requires the cooperation of the students' parents. Parents must understand that it is their responsibility to ensure proper conduct of their children while traveling to and from bus stops. Parents should make every effort to make their children aware that students riding on school buses MUST obey the regulations or forfeit their right to ride on the bus.

STUDENTS: Your school day begins when you board the school bus in the morning and ends when you leave it in the afternoon. You come under the jurisdiction of the school administration during this entire period. Remember it is a privilege to ride the school bus. If you are not well behaved and courteous, and if you endanger the health and safety of other students, this privilege will be taken away from you. The bus driver shall be considered to have the same authority for maintaining good order as a teacher in the classroom.

School Health Services

PHYSICAL EXAMINATION - SCHOOL ENTRANCE REQUIREMENTS

1. Within one year prior to entry into school, or within 30 days after school entry, at the early education, kindergarten or first grade level, a student shall have a physical examination completed by a private physician. The examination shall be recorded on forms provided by the school nurse at the time of registration. A student who transferred from another school system shall be treated as any other entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

All children entering kindergarten must show evidence of having been screened for lead poisoning and evidence of a vision screening examination.

SCHOOL IMMUNIZATION REQUIREMENTS

This policy is intended to comply with Chapter 76, section 15 of the General Laws relating to Education and to ensure the wellbeing of all students enrolled in the DennisYarmouth Regional School District.

1. Prior to initial entry into school, parent/guardian must present to school nurse the following:
 - a. a physician's certificate listing immunizations given and/or the diseases the student has had, or
 - b. a physician's certificate stating immunization is contraindicated for health reasons, or
 - c. a parent or guardian's written statement that immunization conflicts with religious beliefs,
2. Non-immunized or partially immunized students whose private physician certifies they are in the process of receiving the required immunizations shall be regarded as in compliance with this policy.
3. At the time of the initial school registration, the parent or guardian will be informed of this policy.
4. Parents should inform the school nurse of ANY immunization that a student received from a private physician, hospital, or medical center AT ANY TIME, in order that the health record of each student be kept current and accurate.

EMERGENCY PROCEDURE CARD

The pink Emergency Procedure Card must be completed and returned immediately to be kept on file in the Health Office. Three (3) separate telephone numbers would be appreciated, whenever possible. *Please list a local person who can be reached when you are not at home.* Only first aid treatment can be provided at school. No student is allowed to leave the school alone when ill, and parents are expected to provide transportation. Please inform the school nurse of any medical problems that could affect the student's performance in school.

MEDICINE

No pupil is permitted to carry medicine of any kind (including cough drops) while in school. If it is necessary for a child to take medicine during school hours, parents must submit an 'Authorization for Dispensing Medicine' form, which is available from the school nurse, to the Principal. A copy is included in the forms and policies sections of this handbook. Once the form is received, the medicine will be dispensed under the provisions of Chapter 76 Section 54B of the General Laws. ***Please contact Nurse Jana, the school nurse, for further information.***

HEALTH CARE PLANS



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Students receiving medications at school should have a completed health care plan signed by a physician and parent/guardian. This includes epi-pens and inhalers.

SUPERVISION OF HEALTH SCREENING PROGRAMS

1. Annual vision and hearing screening, grades K3.
2. Fluoride rinse, grades 13.
3. Pediculosis screening, periodically during the school year
4. Annual height, weight and BMI (body mass index) grade 1.

DISMISSAL FROM SCHOOL DUE TO ILLNESS

If a child is sent home from school with a fever or vomiting, they should not return to school until they have been symptom free for twenty-four (24) hours.

If you have any questions regarding school health policies, please call the school nurse.

Curriculum Overview and State Assessments

At the Dennis-Yarmouth Regional School District, our curriculum is aligned with the Massachusetts State Frameworks and our instruction is focused on meeting all of our students' needs, building upon their strengths, and providing them with support in order to grow and achieve in all content areas. Below you will find more information that is specific to instruction in our district and at the Ezra H. Baker Innovation School.

English Language Arts:

English Language Arts is the umbrella for literacy instruction which includes *reading, writing, language, and speaking and listening*. The Massachusetts Frameworks outline the grade-level expectations for each strand of high-quality, rigorous literacy instruction. A deliberate and collaborative effort is made to meet the needs of ALL students by providing a cohesive and consistent approach to reading and writing instruction that is developmentally appropriate, standards-driven, outcome specific, explicit, and research-based.

The district has a long-standing partnership with the Lesley University Center for Reading Recovery and Literacy Collaborative. The Literacy Collaborative model of literacy instruction allows educators to provide both standards-based instruction and attends to students' needs. This instructional model is composed of readers' workshop, writers' workshop, and the language/ word study block. The core curriculum is aligned vertically and across grade levels. Students are engaged in daily authentic, learning experiences that integrate content areas, such as science and social studies. "Students need daily activities in which they develop language skills, mathematical understanding and fluency, understanding of experimentation and observation in science, creative experience in visual and performing arts, and the ability to interact with the community in a variety of ways" (MA DESE, 2017, p. 14). Additional resources are provided at our district website: <https://www.dy-regional.k12.ma.us/district/office-instruction>. Here you can access a scope and sequence for each grade level and an overview document that suggests when specific grade level units of study can take place during the school year. Please keep in mind that units of study are aligned with state standards and are student-centered. The curriculum is based on student needs, not based on a program. All students at EHBi receive daily instruction with a feasible amount of time provided for this instruction.

Families can positively influence students' progress towards attaining literacy growth and achievement by:

- Regularly discussing with your child and monitoring what they have learned from day to day.
- Keeping in close contact with students' teachers to discuss students' progress.
- Teaching students' the importance and enjoyment of learning and celebrating accomplishments.
- Making your child aware of the benefits and importance of reading, writing, and oral expression by ensuring materials are readily available and engaging in literacy activities and experiences.

Mathematics:

As stated on our district website, the Dennis-Yarmouth Regional School District has implemented math resources grades K-12 that are focused, connected and rigorous. The Eureka Math resources highlight the expectations that are being placed on our students today. Our global environment has many challenges and problems that need to be solved. We are preparing our students for their future as critical thinkers and problem-solvers.



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Eureka Math is created to build math understanding from kindergarten to 12th grade. It's not enough for students to know the process for solving a problem; they need to understand why that process works so they can use it anytime. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

Science:

Each grade level aligns science instruction to the state frameworks and incorporates the science practice standards, as well as, integrates reading and writing. Hands-on practical, real world experiences are also incorporated into instruction.

Social Studies:

The state social studies framework was the last of the state curriculum frameworks to be adopted. The district Curriculum Leadership Council members focused on social studies are in the process of coordinating our curriculum in this content area. Local history and visits to appropriate sites are part of students' experiences.

STATE ASSESSMENTS

MCAS:

All third grade students in Massachusetts participate in the Massachusetts Comprehensive Assessment System. Our third graders will be assessed in the areas of reading and math. The grade 3 ELA and the Grade 3 Math will be administered in the spring. Individual student results will be sent home to parents, while group results will be examined to help us strengthen our curriculum.

Multi-Tiered System of Support (MTSS)

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social-emotional, behavioral, and academic learning.

Behavior Expectations: PBIS/Dolphin Way Overview

The Schoolwide expectations that we will require all students to know, understand and follow are:

BE RESPECTFUL
BE RESPONSIBLE
BE CARING

Working together to promote positive behavior helps increase student achievement and get our students ready for the 21 Century Learning skills. Research shows that when the home and school work together, student learning is more successful. Practice the school-wide expectations at home and encourage your child to BE RESPECTFUL, RESPONSIBLE, and CARING. We look forward to an exciting school year full of new learning.

What is PBIS?

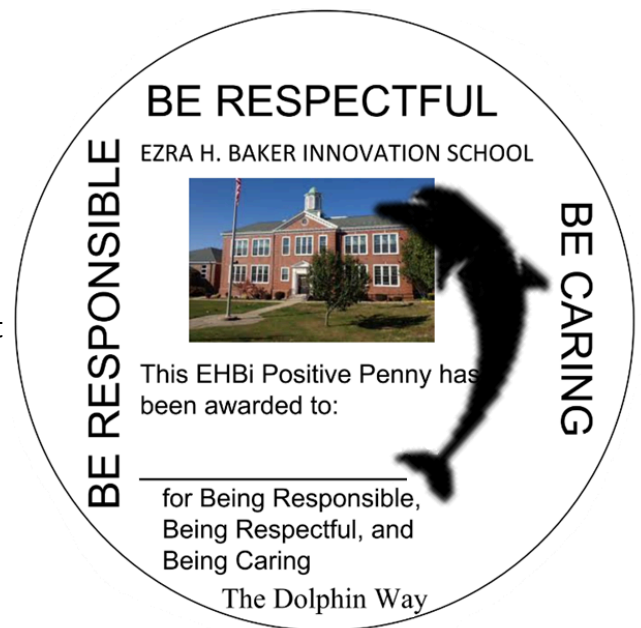
PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

Acknowledgement System: *Positive Penny*

As part of the school wide reinforcement system, staff use a positive penny to acknowledge students for following the “dolphin way”. When students are observed being respectful, responsible and/or caring an adult can use this as an opportunity to recognize the student. The adult will let the student know what it is they noticed and then write it up on the paper penny for the student to bring home to share with their family.

Currently, in addition to the paper penny students can come by the front office area to receive a penny sticker to put on our whole school piggy bank. When the piggy bank is full we will celebrate.

Behavior Expectations by Setting:





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School-wide Rules/ Expectations	Settings/ Contexts					
	Hallway	Classrooms	Playground	Bathroom	Cafeteria	Dismissal
Be Respectful	- Use walking feet Level 0- At the classroom level make a determination of individual non-verbal cues for reminders	- Keep hands and feet to yourself - Take responsibility check in with your teacher about expected voice volume for the activity	- Safe bodies - It's ok to use Level 4: Outside Voice - Switch to a level 0 to re-enter	- Respect privacy - Use bathroom equipment appropriately - Quiet Conversation (<i>Level 1: Quiet Inside Voice on voice chart</i>)	- Sit at assigned table/seat - Safe Bodies - Raise your hand to get permission prior to leaving your seat - Quiet conversation Level 1 or 2	- Walk directly to your designated area - Level 1 in the bus line/ Level 0 with staff announcement
Be Responsible	- Safe Body - Level 0 Voice - Look with your eyes only at materials in the hallway	- Safe Body - Do your best - Stay focused - Ask for help - Take care of your workspace/materials	- Safe Body - Take care of the recess equipment - Follow teacher directions - Ensure you have all of your belongings before reentering the school - If you take off your coat put it in the coat boat	- Safe Body - Flush toilet - Wash hands thoroughly - Keep area clean - Leave stall doors open when finished	- Get all needed materials/food before sitting down - Remain in your chosen/assigned seat - Eat the food you brought to your seat (no sharing food)	- Look with your eyes only at materials in the hallway. - Use the restroom prior to arriving to your dismissal spot - Check to ensure you have all of your belongings before you leave your classroom
Be Caring	non-verbally greet classmates/ staff -- use special greeting or signs	- Help others - Use kind words	- Include others in play - Take turns - Be aware of other's space bubble	- Promptly return to classroom - Use the bathroom quickly when possible so others are not waiting	- Include others in play - Use kind words	- Use kind words - Maintain personal space while waiting

Parent Teacher Advisory Council (PTAC)

Our Parent Teacher Advisory Council is an active group of volunteers committed to making school exciting for our students. They support and plan annual activities like:

- Grandparent/Special Friend Breakfast
- *EHBi* Pumpkin Patch
- Long Pasture Field Trip Program
- Library Field Trip Program
- Fun Runs
- And so much more...



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School Committee Members and Contact Information

Dennis-Yarmouth Regional School District Committee Members

<u>Name</u>	<u>Title</u>	<u>Term Expires</u>	<u>Address</u>	<u>Phone</u>
Mr. Tomas Tolentino	Chairperson	2025	300 Buck Island Rd. Unit 21F W. Yarmouth, MA 02673	Cell: (774) 212-0636
Ms. Marilyn Bemis	Vice-Chairperson	2026	16 Nathaniel Way Dennis, MA 02638	Cell: (978) 505-2280
Ms. Jeni Landers	Treasurer	2025	10 Hopewell Lane, PO Box 739 Dennis, MA 02638	Cell: (617) 901-3062
Mr. Glenn Martin	Secretary	2027	6 Zephyr Dr. Yarmouth Port, MA 02675	Cell: (508) 280-1951
Mr. Joe Glynn	Member	2026	30 Arlington St. Suite A W. Yarmouth, MA 02673	Cell: (508) 737-8021
Mr. Phillip Morris	Member	2023	19 Jupiter Lane South Yarmouth, MA 02664	Cell: (508) 240-4372
Mr. John New	Member	2027	82 King James Dr. E. Dennis, MA 02641	Cell: (774) 212-2311

Dennis-Yarmouth Regional School District Select Policies

The following Dennis-Yarmouth Regional School District policies have been approved by the School Committee. For a complete list of district policies please visit the website below.

Dennis- Yarmouth Regional School District Policies:

<https://z2policy.ctspublish.com/masc/browse/dennisyarmouthset/dennisyarmouth/JICFB>

Harassment and Bullying – Guidelines and Procedures

School Staff Intervention

Any member of the school staff receiving a report of harassment and/or bullying behavior shall address the matter immediately or as soon as feasibly possible.

Depending on the circumstances, the staff member may choose to address and attempt to resolve the matter through his/her own measures. However the staff member chooses to mediate the harassment and/or bullying behavior, the matter should be addressed immediately.

If the behavior is considered to be a form of harassment and/or bullying that has the potential to escalate, the staff person shall refer the matter to the appropriate resources.

At the high school, harassment and/or bullying behavior shall be referred to the offender's assistant principal.

At the middle and elementary schools, harassment and/or bullying behavior shall be referred to the designated administrator assigned to handle student discipline matters.

The principal or designee shall assess the circumstances to determine if the matter should be referred to other sources for intervention and counseling. If a harassment and/or bullying accusation is determined to be credible, the offender should be made aware that his or her behavior towards a fellow student is unacceptable and a violation of the school district's harassment and bullying policies. The principal or designee has the option to refer incidents of harassment and/or bullying to other sources for resolution. The source to which the matter may be referred will depend on the frequency of occurrences and the magnitude of the harassment and/or bullying behavior.

- School Counselors/Social Workers
- School Psychologist
- Child Study Team
- Peer Mediation
- School Resource Officers
- District Administrators
- Out of district social service agencies

It is essential that all reports of harassment and/or bullying behavior that are found to be credible be



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documented on the district's Harassment and Bullying Reporting Form (please see attached), including any remedial or intervention measures that were initiated by school staff.

When disciplinary action is taken, the Harassment and Bullying Reporting Form will be placed in the offender's student file and the student's computerized discipline file. Victim and offender reports will be maintained and kept at the school site for future reference for determining whether or not a pattern of harassment and/or bullying behavior or abuse exists in regards to the offender or the victim. Refer to the attachment for the Harassment and Bullying Reporting Form.

If the principal or designee determines that the reported harassment and/or bullying behavior are credible, he or she shall ensure that the parents/guardians of both the victim and the offender are notified in a timely manner. The parents/guardians shall be informed that a harassment and/or bullying incident was reported and that the school administrator has initiated steps to address the issue. Notification to parents/guardians shall be documented in the notification section of the Harassment and Bullying Reporting Form. Refer to the attachment for the Harassment and Bullying Reporting Form.

Consequences for Harassment and/or Bullying Behavior

The principal or designee may discipline a student for harassment and/or bullying behavior if the allegations against the offending student are determined to be credible. The measures of discipline to be administered should be age appropriate and based on the severity of the harassment and/or bullying behavior.

Strategies for Preventing Bullying in the Classroom

1. Provide students with opportunities to talk about harassment and bullying and enlist their support in defining harassment and bullying as unacceptable behavior. 2. Involve students in establishing classroom practices against harassment and bullying. Such practices will include a commitment from all members of the classroom community to not "look the other way" when incidents which involve harassment and/or bullying occur. 3. Provide classroom activities and discussions related to harassment, bullying, and violence, including the harm that they cause and strategies to reduce them. 4. Develop a classroom action plan to ensure that students know what to do when they observe confrontation, harassment, and/or bullying. (See district resource list.) 5. Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding.

When Bullying and/or Harassment Occur

1. Take immediate action when harassment and/or bullying are observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated by taking immediate action and by dealing directly with the bully.
2. Notify the administration of both victims and bullies when an incident is observed or reported, and seek to resolve the problem expeditiously at school. Document notification to parents/guardians on the Harassment and Bullying Reporting Form.
3. Listen receptively to students and parents and refer parents to administrators so that immediate and appropriate school action may be taken.
4. Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.

Strategies for Students Dealing with Classmates

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students may:

1. Seek immediate help from an adult;
2. Report harassment and bullying incidents to school personnel;
3. Speak up and/or offer support to the victim when they see him/her being bullied; for example, picking up the victim's books and handing them to him or her;
4. Support those being hurt with words of kindness;
5. Express disapproval of harassment and bullying behavior by not joining in the laughter, teasing, or spreading of rumors or gossip.

Strategies for Students Dealing with Staff Members:

Students

Any student who feels that he or she has been the victim of bullying or harassment should report this to any teacher, administrator, guidance counselor, nurse, Principal, Assistant Principal, or Dean of Students. If the adult feels he/she cannot help resolve the situation, or needs further advice, this adult will refer the complaint to the Principal, Assistant Principal, or Dean of Students. The Principal, Assistant Principal, or Dean of Students will review and investigate the complaint. If the complaint from the student is about a staff member, the Principal, Assistant Principal, or Dean of Students will use his/her discretion to determine whether or not the student can continue in his/her current setting during the school day while the investigation takes place. During the investigation process the Principal, Assistant Principal, or Dean of Students will ensure the safety of the student and may choose one or more methods to do so. Two examples include: putting a Teaching Assistant in the classroom where the staff member and student will be together; putting the staff member on leave with pay during the investigation.

Determination Stage

The person accepting the complaint will make an initial determination whether bullying or harassment exists. If he/she determines that it does not exist, then he/she may explore other options for resolving the issue. If a determination is made that it does exist, the person making the allegations will be encouraged to write out, if possible, the allegations explaining the impact this experience has had on him/her. The complaint will then be advanced to "Stage 1: Building-based Investigation and Resolution."

Stage 1: Building-based Investigation and Resolution



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Within two (2) school days, unless there are extenuating circumstances of receiving a referral, the Principal, Assistant Principal, or supervisor will meet with the person alleged to be the subject of bullying or harassment to discuss the matter and begin the investigation. After conducting an appropriate investigation, the person investigating will determine the severity of the behavior. Resolution of the situation may or may not occur as a result of this stage of the process. If all parties Harassment and Bullying – Guidelines and Procedures 4 involved with the situation feel that a resolution has been achieved, no further action will be taken. However, if any of the parties or the person investigating feel that resolution has not been achieved; participants will be encouraged to continue to seek resolution at this stage. If a satisfactory resolution cannot be achieved, the complaint will be referred to the Superintendent of Schools for further investigation and action towards resolution.

Stage 2: Superintendent's Investigation and Recommendations

If the complaint is referred to the Superintendent of Schools before it is resolved, the Superintendent shall fully investigate the complaint, issue appropriate findings and recommendations, and take appropriate actions within a reasonable time (within 30 days). Parties will be given an opportunity to submit additional relevant information.

The Superintendent will prepare a written report containing: the facts and circumstances of the incident(s); a summary of the investigation process; a description of any actions already taken or proposed by school personnel.

Copies of this report will be given to the parties involved (except for information that would be in violation of state or federal law) within approximately 5 school days after the Superintendent's investigation is completed. Copies will be kept in the student's file and in the discipline/complaints notebook for the student's grade level.

An Individual's Rights Under State and Federal Law

In addition to the above, the complainant may pursue his/her rights under the law and file a formal complaint with the government agencies below. The agencies have a 6-month time period for filing a complaint. Massachusetts Commission United States Equal Employment Against Discrimination Opportunity Commission 1 Ashburton Place 10 Congress Street – 10th Floor Boston, MA 02108 Boston, MA 02114 617-727-3990 617-565-3200

Source:
Preventing Bullying

Bullying Prevention and Intervention

The Dennis-Yarmouth Regional School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. It is committed to maintaining a school environment where all students regardless of legal status are free from bullying and cyberbullying and the effects thereof. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

Acts of bullying and cyberbullying are prohibited:

1. 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; and
2. At a location, activity, at a 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 acts create a hostile environment at school for the victim, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

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

As stated in M.G.L. c. [71, § 370](#), nothing in this Plan requires the district or school to staff any non-school related activities, functions or programs.

I. Definitions

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

B. Bullying, as defined in M.G.L. c. [71, § 370](#), is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

1. Causes physical or emotional harm to the victim or damages the victim's property;
2. Places the victim in reasonable fear of harm to himself or damage to his property;
3. Creates a hostile environment at school for the victim;
4. Infringes on the rights of the victim at school; or
5. Materially and substantially disrupts the education process or orderly operation of a school.

Bullying includes cyberbullying. It may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will, oral or written threats,



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teasing, putdowns, name calling, stalking, threatening looks, gestures, or actions, cruel rumors, false accusations, and social isolation.

C. Cyberbullying, as defined in M.G.L. c. [71, § 370](#) 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.

Cyberbullying shall also include:

1. The creations of a web page or blog in which the creator assumes the identity of another person;
2. 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 (B1) to (B5), inclusive, of the definition of bullying; and
3. 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 (B1) to (B5) inclusive, of the definition of bullying.

D. Hostile Environment, as defined in M.G.L. c. [71, § 370](#), is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

E. Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying.

F. School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

G. Victim is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

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

II. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Dennis-Yarmouth Regional School District absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action. However, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

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

The Dennis-Yarmouth Regional School District recognizes that certain students may be more vulnerable to becoming a victim of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 more of these characteristics. The Dennis-Yarmouth Regional School District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provides all students with skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing. The sections below describe how the Dennis-Yarmouth Regional School District will support these students.

Students with disabilities. As required by M.G.L. c. [71B, § 3](#), as amended by Chapter [92](#) of the Acts of 2010, when the Individual Education Plan (IEP) Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the IEP shall address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

III. Reporting Obligations

Each school will make a variety of reporting resources available to the school community which may include, but are not limited to, a web-based reporting tool, a voicemail box, a dedicated mailing address, and/or an email address. The school will communicate the availability of these tools and the policies for reporting when they are established and then at the beginning of each school year thereafter and will be included in student handbooks and on the district and school web sites. This information will also be provided in other prevalent languages other than English used by families in the school district. Parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

A. Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, secretary, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliations s/he witnesses or becomes aware of to the school principal or designee. The requirement to report as provided does not limit the authority of a staff member to respond to



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behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

B. Reporting by Students, Parents/Guardians, and Others: The District expects students, parents/guardian, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against an alleged aggressor solely on the basis of an anonymous report. An individual who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

C. Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the victim and of the aggressor of this finding and of the school's procedures for responding to it. There may be circumstances in which the principal contacts parents or guardians prior to any investigation.

D. Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the school principal or designee will notify the local law enforcement agency. In addition, 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, the principal or designee will notify local law enforcement if he/she believes that criminal charges may be pursued. In making this determination, the principal, will consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals deemed appropriate. The principal must document the reasons for the referral to law enforcement.

E. Reporting to Administrator of Another School District or School: 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 and the Dennis-Yarmouth Regional School District is the first to be informed of the bullying or retaliation, then the Superintendent of the Dennis-Yarmouth Regional School District or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school, so both may take appropriate action.

IV. School Investigation

The principal or designee, upon receipt of a report, shall promptly contact the parents or guardians of a student who has been the alleged victim or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed. A principal may not disclose information from a student record of a victim or aggressor to a parent unless the information is about the parent's own child.

The school principal or designee shall investigate promptly all reports of bullying or retaliation, using a Bullying/Cyberbullying Report Form, giving consideration to all available information known, including the nature of the allegations and ages of the students involved.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or designee. A monthly report shall be provided to the Superintendent with: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other relevant information. Dennis-Yarmouth Regional School District will annually report this information to the Department of Elementary and Secondary Education.

The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

A. Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged victim and/or protect the alleged victim from further potential incidents of concern. In taking any such action, however, the rights of both the alleged victim and alleged aggressor must be considered.

B. Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

C. Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. The investigator should remind the alleged aggressor and witnesses to be truthful and that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained, to the extent practicable, given the school's obligation to investigate and address the matter.

V. School Determination



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School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person.

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the victim is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any; 2) determine what responsive actions and/or disciplinary action is necessary; 3) notify law enforcement if the principal or designee believes that criminal charges may be pursued; 4) notify the parents or guardians of the perpetrator; and 5) notify the parents or guardians of the victim. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- o Hold parent conferences;
- o Transfer a student's classroom or school;
- o Limit or deny student access to a part, or area, of a school;
- o Enhance adult supervision on school premises;
- o Exclude a student from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- o Provide relevant educational activities for individual students or groups of students;
- o Create a Personalized Action Plan and directives for future conduct, including providing the victim with a process for reporting any concerns about future conduct immediately;
- o Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the victim's concerns and since the conduct often involves an imbalance of power); and
- o Provide school counseling (or other appropriate services) or referral to such services for the victim and/or the aggressor and/or for appropriate family members of said students.

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

The principal or designee will inform the parent or guardian of the victim about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

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

VI. Restoring Safety to Victim

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Those steps include, but are not limited to, check-ins with witnesses, identifying a staff member to report any retaliation or bullying and notifying individuals of their right to be free from bullying or retaliation.

VII. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the victim and the aggressor in the primary language of the home. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the victim's parents, or guardians - unless it involves a "stay away" or other directive that the victim must be aware of in order to report violations.

Within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the victim to determine whether there has been any recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

The District will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

VIII. Ongoing Efforts to Reduce Bullying

- A. Professional development will be provided for all staff annually, including, but not limited to:
 - a. Inclusion of the District Bullying Prevention and Intervention Policy in staff handbooks;



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- b. Developmentally appropriate strategies to prevent or stop bullying incidents;
- c. Information regarding the complex interaction and power differential between and among a perpetrator, victim, and witnesses to the bullying;
- d. Research findings, including information on vulnerable or at-risk populations of students;
- e. Internet safety as it relates to cyberbullying;
- f. Information on the incidence and nature of cyberbullying; and
- g. Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents.

Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable comparable program within the last two years.

B. Annually the District will inform parents and guardians in the languages which are most prevalent among the students, parents or guardians about bullying prevention and intervention strategies and policy through a variety of communication tools, including, but not limited student-parent handbooks. The goal will be to assist parents and guardians in understanding

- o The District/School curriculum;
- o How to reinforce prevention and intervention strategies at home;
- o Bullying dynamics; and
- o Online safety and cyberbullying.

C. Annually students will be educated about bullying prevention and intervention through the use of scientifically based research tools and through efforts to relate anti-bullying to other school initiatives that create a positive school climate.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

D. Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Dennis-Yarmouth Regional School District website: www.dy-regional.k12.ma.us

E. Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Dennis-Yarmouth Regional School District will administer a survey at least once every 4 years to assess school climate and the prevalence, nature and severity of bullying in schools. The survey will be designed to protect student privacy and allow for anonymous participation by students. The principals will verify completion of the student surveys and all completed surveys will be sent to the Department of Elementary and Secondary Education.

IX. Problem Resolution System

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are available at the Superintendent's office.

X. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no individuals shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary or other action under M.G.L. c. [71, §§ 37H](#) or [37H ½](#), M.G.L. c. [71 §§41](#) and [42](#), M.G.L. c. [76, § 5](#), or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



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Adopted: November 16, 2015

Reviewed and Adopted with Revisions: August 13, 2018

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.



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

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: November 16, 2015

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent;



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Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

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

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.



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If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal

determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC LEGAL REFS.: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H3/4](#); [76:17](#) 603 CMR [53.00](#)



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DYRSD Photo/Media Opt-Out Process

Dennis-Yarmouth Regional School District uses photos and/or videos of students and student work to showcase educational activities and programs in our schools and share the D-Y experience with families and the community.

Student photographs and/or videos may be used on the district website, yearbooks and/or social media.

Student photos and videos are generally used without student names, unless a specific award, honor, or achievement by the student is being highlighted.

Student names are released without photos for Honor Rolls.

Names of Dennis-Yarmouth High School graduates are shared each year.

Occasionally, student photos and/or news may be shared with local media outlets.

If you DO NOT give Dennis-Yarmouth Regional School District permission to include your student's image or name in any way, please send a letter to your school principal explicitly stating your wish to opt out. This letter must be received by October 1 (or 30 days after registration for students entering mid-year).

Please note that DYRSD does not control the disclosure or use of photographs or video taken by participants at events that are open to parents, community members, and/or the news media. Additionally, this form

does not apply to students participating in public events, such as performances, academic competitions, and athletic events. Student photos and names from these events may be published by the news media.

Upon receipt of an opt-out letter, school staff will document your student's status in PowerSchool Student Information System for the current school year.



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603 CMR, § 26.05 - Curricula

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Dennis-Yarmouth 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.

DENNIS-YARMOUTH REGIONAL SCHOOL COMMITTEE ANTI-RACISM RESOLUTION

WHEREAS, as schools have the responsibilities to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming and inclusive community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

BE IT RESOLVED; that Dennis- Yarmouth Regional School District and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty, and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, and that each acknowledges that all lives cannot matter until black lives matter.



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PATRICK M. RILEY
Principal

ELLEN FLANAGAN
Assistant Principal

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine. SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:54B](#) Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

Reviewed and Adopted with Revisions: September 17, 2018

LIFE THREATENING ALLERGY POLICY

Dennis-Yarmouth Regional School District cannot guarantee that a student will never experience an allergy-related event while at school. Dennis-Yarmouth Regional School District is committed to student safety, and therefore, has created this policy to reduce the risk that children with allergies will have an allergy related event. **

There is an increasing prevalence of life threatening allergies in school age children. It is the goal of the Dennis-Yarmouth Regional School District to maintain a safe and secure environment for its students. The following policy is designed to maintain a safe and secure environment for students with life threatening allergies by defining (a) preventative measures and (b) emergency response procedures.

Standards for providing and maintaining a safe and secure environment for students with life threatening allergies will address the following four areas:

- “ Education and training shall be provided to all key personnel to include such things as epi-pen administration,, emergency plans and procedures and implementation of a safe environment.
- “ Education and awareness training shall be offered to students and parents as necessary.
- “ Emergency plans and procedures shall be put in place for responding in a timely manner to emergency situations involving students with life threatening allergies.
- “ A safe environment will be provided to all school locations for students with life threatening allergies. The Superintendent shall assure that adequate procedures are put in place to monitor and enforce compliance with the Policy.

** Procedures will be developed by the Superintendent to accompany this policy.

LEGAL REF.: MA Dept. Public Health Reg. 105

CMR 210.000 to include appendix K

CMR 10.000



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EQUAL EDUCATIONAL OPPORTUNITY

CHAPTER 622 - 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 or natural origin.

SECTION 901 - Of Title IX of the Education Amendments of 1972 provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

SPECIAL EDUCATION – The Special Education program has been developed to meet the special learning needs of children within the DennisYarmouth Public Schools. As well as experienced teachers of Special Education, there is a School Psychologist, a Home/School Counselor and a Speech/Language Pathologist to assist in serving children with special needs. If you have any questions concerning Special Education, please call 508-778-7975.

CHAPTER 603CMR28 - The Massachusetts Comprehensive Special Education Act, commonly called Chapter 603, became effective September 1, 1974. Chapter 766 assures that all children with special education needs receive the specific education, training, and assistance they will need within their own school or system of cooperative schools.

Any child between the ages of 3 and 21 with special needs can be referred by a parent, guardian, teacher, physician, or qualified person for evaluation. Children covered by this law are those exhibiting difficulties with vision, hearing, speech or physical mobility, and those appearing to have emotional, behavioral, comprehension, mental development, or maturation difficulties which prevent them from participating or advancing in a regular school program. The child's needs are identified by an evaluation team of qualified personnel. An appropriate program is prescribed by the team which is started with parental consent. The child's program is continually evaluated for its effectiveness.

TITLE 1 – Title 1 is a federally sponsored program of the Education Consolidation and Improvement Act, (ECIA), designed to give reinforcement in basic skills to children who have certain education needs. The children benefit by receiving more individual attention in their particular area of need. Overall community income determines the funding; educational needs determine the eligible students.

Children whose educational achievement is below that generally attained by youngsters their age are chosen for Title 1 services, specifically those children referred by their classroom teachers.

Every consideration as to the best interest of the child is given when they are chosen for the program. Title 1 teachers work closely with the classroom teachers in determining the best time to give the students this supplementary instruction. Whenever possible children will not be removed from group classroom instruction, or any special subjects, such as art, gym, music, etc. Title 1 is the largest Federal aid to education program in American history. It is the first Federal program to recognize that some school children may need additional services in the basic skills in order to do well in school.

As part of the Federal regulations for Title 1 funding, a Parent Advisory Council is encouraged. This council meets four times a year and consists of parents, Title 1 staff and administration. Meetings are held to review the designed programs, the goal being to improve the educational services provided to Title 1 children.

SPECIAL EDUCATION EVALUATION PROCESS - RIGHTS OF PARENTS (and students 18 years of age or older)

The purpose of the evaluation process is to find out whether your student has special needs. If the student is found to have special needs, an Individualized Educational Plan will be designed to meet those needs. When the evaluation begins, you have the right, if you wish, to meet with the chairperson of the evaluation TEAM to discuss the reasons your student was referred for an evaluation, and the nature of the evaluation process, including the possibility of a home visit, with your consent. You have the right to bring a person of your choice with you to this meeting, and to all other meetings which you attend. You have the right to bring your student of fourteen years of age or older with you to this meeting.

After the assessments of your student have been made, the TEAM members will meet to study the results of the assessments and design an Individualized Education Plan, if necessary. You have the right to attend, and to participate in all meetings at which the Individualized Education Plan for your student is being developed and written, and the right to inspect all relevant evaluation papers. Meetings will be held at convenient times and places.

The evaluation will be completed no later than 30 school days following receipt of the signed permission form. Within 10 days after the completion of the evaluation you will be sent a written notice explaining the results of the evaluation. Once you have received the educational plan for your student you have a 30 day time period in which to accept or reject the plan. Failure to respond within 30 days of your receipt of this educational plan may result in School Committee action.

If you accept the plan, a program implementing that plan will be provided for your student. You have the right to have a second, independent evaluation of your student done at either public expense by an approved facility, or at your expense by any specialist of your choice. A parent may request a due process hearing from the Department of Education at any time during the identification, evaluation, and placement process.

If you reject the plan, you have the right to discuss your student's plan with the TEAM in order to resolve differences of opinion. You have the right to appeal the findings and recommendations of the TEAM to the State Division of Special Education, Bureau of Special Education Appeals. The process for a special education appeal is begun automatically upon the rejection of an educational plan. This process involves the opportunity for an optional mediation session or a full and due process hearing.



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GRIEVANCE PROCEDURE – Discrimination of Employees and Students

1. Any employee or student of the Dennis-Yarmouth Regional School District who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity in violation of this policy may file a written complaint with the compliance administrator designated on the previous page.
2. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint.
3. A copy of the written complaint and the compliance administrator's response shall be provided to the Superintendent of Schools.
4. If the complainant is not satisfied with such a response, he/she may submit a written appeal to the Superintendent of Schools for action by the Dennis-Yarmouth Regional School District School Committee. The complainant's written appeal shall state the nature of the disagreement, with the compliance administrator's response, and his/her reasons underlying such disagreement.
5. The School Committee shall consider the appeal at its regularly scheduled meeting within thirty (30) days following receipt of the written appeal.
6. The Chairperson of the School Committee shall permit the complainant to address the Committee in public or closed session, as appropriate and lawful, concerning his/her complaint.
7. The School Committee shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.
8. If the complainant is not satisfied with the written decision of the School Committee, he/she may file a written appeal with the Office of Civil Rights, so designated in the policy statement.
9. Nothing stated in this Grievance Procedure shall preclude any employee or student from filing a written complaint directly with the Office of Civil Rights, so designated in the policy statement on the previous page.
10. This Grievance Procedure may not be used by an employee if he/she has filed for the same grievance under the pertinent section of the contract between his/her group and the Dennis-Yarmouth Regional School District Committee.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by all students. The program also shall include information about effective techniques and skill development for abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of students on healthy decision-making:

- To prevent, delay, reduce, and eliminate alcohol, tobacco, and drug use among all students.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The policy, and any standards and rules enforcing the policy, shall be prescribed by the school committee in conjunction with the superintendent.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy

JICH, Drug and Alcohol Use by Students

Adopted by the School Committee: August 22, 2016

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.



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This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC February 2018

LEGAL REFS: M.G.L. [71:2A](#); [71:96](#); [71:97](#); [272:40A](#)

CROSS REFS: [IHAMB](#), Teaching About Drugs, Alcohol, and Tobacco
[GBEC](#), Drug Free Workplace Policy

Reviewed and Adopted with Revisions: September 17, 2018

STUDENT ABSENCES AND DROP-OUT PREVENTION

"Students who are absent from school are not experiencing the curriculum and instruction that will help prepare them for success." (Massachusetts Consolidated State Plan under the Every Student Succeeds Act (ESSA), April 2017.) As part of the Massachusetts accountability system each district is required to improve performance in absenteeism rates. Specifically, the state is most concerned with the number of students who are considered to be chronically absent, meaning that they missed 10 percent or more of their days of enrollment in a public school. (Example, a student who enrolls in the district with only 60 days left in the school year and is absent 6 of those days is considered chronically absent.) The reason for the absence is irrelevant and any child who misses more than ½ the school day must be considered absent.

The Committee recognizes students may be absent from school for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major holidays. However, the Department of Elementary and Secondary Education no longer differentiates between excused and unexcused absences.

The Committee recognizes that families of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Families should notify their child's school in the event of a planned or unanticipated absence. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified. School handbooks are online for each school and each has a section outlining the attendance expectations and procedures.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school's attendance team is charged with preventing chronic absenteeism. If your child is

in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

Reviewed and Adopted with Revisions: February 25, 2019

JICJ (also [GBEF](#)) - USE OF CELL PHONE AND PORTABLE COMMUNICATION DEVICES

The School Committee recognizes that today's society is different from previous generations. Cell phones and portable communication devices (PCDs) play an important part in employee and student safety and communications. Cell phones and PCDs are defined as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. The possession or use of cell phones and PCDs are prescribed for employees and students as follows:

II. Students

1. Students may possess and carry cell phones and PCDs; however, these units must be turned off during the academic school day to ensure that disruptions and interference of the instructional academic climate of the school do not occur. Text messages and photo transmissions are covered by this policy.
2. The "academic school day" is defined as once the first hour starts and throughout the day until the last hour/bell is over. Additionally, school meetings, activities, events, and trips are defined as extensions of the school day, and therefore, use of cell phones could be restricted by the staff.



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3. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation. Non-academic periods may be designated as a time for PCD use, at the discretion of the building administrator.
4. Students may use their cell phones and PCDs before and/or after school.
5. Students who violate this policy may face disciplinary action by the administration. Additionally, cell phones that are used during the day will be confiscated; parents may pick them up after school.
6. Dennis-Yarmouth Regional School District will not be liable for any property not picked up by parents within 48 hours of notification.
7. Use of PCDs to take pictures is not permitted on school property without the expressed consent of the administration. No photographs, pictures, or electronic images may be taken or transmitted without the expressed consent of the individuals whose photo, picture, or electronic image is taken.
8. The high school Principal will determine and publish in the high school handbook, the guidelines for acceptable use of cell phones and PCDs during non-academic time.

STUDENT DRESS CODE

Each school will have a dress code. Elementary, middle and high school codes will be consistent in expectations. The administration will establish specific standards of dress and appearance based on the following:

1. Attire shall be appropriate for all activities and not detract from the educational process, cause disruption or disorder.
2. Attire shall comply with school requirements for health and safety.
- 3a. Student attire may not contribute to a lack of student focus and attention nor show a lack of respect for the learning atmosphere.
- 3b. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities and consistent with health and safety guidelines.
 - o Head coverings which include caps, hats, bandannas, hoods, do-rags, scarves, and kerchiefs, etc. may not be worn unless required for religious purposes.
 - o The wearing of outdoor clothing and hats indoors is prohibited.

- o Footwear that presents a safety hazard should not be worn. Local and state health laws prohibit bare feet.
- o Clothing that is revealing or suggestive may not be worn. Beach attire is not appropriate for school
- o See-through clothing, tube tops, tank tops, halter-tops, and bare midriffs are not considered suitable school wear.
- o Shirts must provide adequate coverage and must be long enough to be tucked in.
- o Shorts, skirts, and dress lengths must be appropriate.
- o Garments with spaghetti strap tops must be worn with a tee shirt or top with sleeves.
- o Appropriately sized pants must be worn; none falling below the waist. The showing of underwear is prohibited by whatever means but specifically through the wearing of pants at a level other than the natural waistline.
- o Other inappropriate school attire includes, but is not limited to, sunglasses, and clothing or jewelry with vulgar, profane, ethnically derogatory messages, pictures or symbols of gangs, illegal substances, or alcoholic beverages.

3c. Dress may not be destructive of school property (e.g., shoes that scratch the floors, or cleats); articles of clothing or accessories that may pose a danger to self or others (such as heavy chains, those with weighted ends, and spiked bands or necklaces, wallet chains of excessive length).

3d. Dress or jewelry that is directed toward or intended to harass, threaten, intimidate, or demean an individual or group because of race, color, religion, national origin, ancestry, sex, age, handicap (disability), or sexual orientation; and clothing with words or graphics that promote the use of drugs, alcohol, tobacco, firearms or sexual activity are considered disruptive and therefore, prohibited.

This list is not intended to be all-inclusive. Fads and styles quickly change and in turn require the judgment of the school administration and staff in the areas of health, safety, and disruptions of the learning process. This judgment will be exercised with parental notification and anticipated support and intervention.

The students will be asked to change any inappropriate article of clothing. Inappropriate dress will be determined by the administrative staff. Refusal to cooperate with such a request to change will result in progressive disciplinary actions.

Students, staff, and parents will be responsible for choosing student attire that conforms to the guidelines established in each school. The administration will establish guidelines and is authorized to take action in instances where individual dress does not meet the stated requirements.

Students, faculty or parent groups may recommend appropriate dress for school or special occasions.

Adults are expected to support, model, and conform to the Student Dress Code while on school district property and at school functions.

The School Committee shall review the school dress codes, for adherence to School Committee Policy.



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Important Information About D-Y Facilities

AHERA Management Plan

Every three years the school district is required to update its Asbestos Hazard Emergency Response Act (AHERA) asbestos management plan. The purpose of this plan is to summarize previous abatement response actions, summarize findings and ACBM classification and recommend response actions. A copy of this plan is available at each school and online.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/ahera-management-plan>

Fire Safety for Schools

A school is one of the most important resources in a community. School fires destroy costly bricks and mortar, and also the heart of a community. Fire prevention laws can be found in M.G.L. Chapter 148. Most fire prevention regulations affecting schools can be found in 527 Code of Massachusetts Regulations (CMR) 1.00. The Department of Fire Services' website has these and many helpful Office the State Fire Marshal (OSFM) *Advisories*. Visit **www.mass.gov/dfs** and look for *DFS Advisories* under *News & Events* and under *Fire Prevention*.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/fire-safety-for-schools>

Lead & Copper Water Testing

The district began systemic testing of lead and copper fixtures with a representative sample in each school building, in compliance with regulations from the Massachusetts Department of Environmental Protection.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/lead-and-copper-program>

Integrated Pest Management

School Integrated Pest Management (IPM) is the implementation by schools and daycare centers of a practice for reducing pests that de-emphasizes the use of pesticides as the principal control strategy. While pests are undesirable, they are only the indicators of a greater problem; IPM manages pests by focusing on these greater problems.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/pest-management>

Safety & Hazardous Waste

Please read the below information about proper handling of mercury spills (from thermometers or other items) and broken fluorescent light bulbs.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/safety-and-hazardous-waste-information>



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Grades K-3 Responsible Use Agreement

Please Review This With Your Child

Using Dennis-Yarmouth Regional School District (DYRSD) online and digital technology, I will be a good digital citizen. I acknowledge that I understand the following:

I am responsible for practicing positive digital citizenship.

- I will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and other electronic communications, including new technology.
- I will be honest in all digital communication.
- I am responsible for keeping personal information private. I will not share personal information about myself or others, including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings.
- I will not meet anyone in person that I have met only on the Internet.
- I will abide by all laws, this Responsible Use Agreement, and all District security policies.

I am responsible for my passwords and my actions when using District accounts.

- I will not share any school or district usernames and passwords with anyone.
- I will not access the account information of others.
- I will log out of unattended equipment and accounts to maintain privacy and security.

I am responsible for my verbal, written, and artistic expression.

- I will use appropriate school language in anything I post online.

I am responsible for treating others with respect and dignity.

- I will not send unkind, untrue or harassing comments, pictures, videos or websites to anyone. I understand that bullying in any form, including cyberbullying, is unacceptable.

I am responsible for accessing only educational content when using DYRSD technology.

- I will only seek out, display, or circulate school appropriate content.

I am responsible for respecting and maintaining the security of DYRSD digital resources and networks.

- I will not try to get around security settings and filters.
- I will not install or use illegal software or files, including copyright-protected materials, unauthorized software, or apps on any DYRSD technology equipment.

I am responsible for taking all reasonable care when handling DYRSD equipment.

- I understand that vandalism in any form is prohibited.
- I will report any known or suspected acts of vandalism to the appropriate person.
- I will respect my and others' use and access to DYRSD equipment.
- I am responsible for respecting the works of others.
- I will not copy another person's work and represent it as my own. I will properly cite all sources.
- I will not download illegally obtained music, software, apps, or other works.

I am responsible for the data I create and for protecting it.

- I understand that I should save any important schoolwork that I've created to my Google Drive.
- I understand I should not save or store personal data or files on my device. a

Students and parents/guardians participating in the DYRSD iPad initiative must adhere to the DYRSD program procedures, Student Code of Conduct, Student Handbook, Technology Responsible Use Agreement, School Committee Policies, and federal and state laws.

The technology device covered by this agreement is an iPad. One iPad and case are being loaned to the student. It is the student's responsibility to care for the equipment on a daily basis and ensure that it is safely stored in the classroom cart. Any technical or mechanical issues with the iPad must be reported to the school for evaluation and repair.

This equipment is, and at all-times remains, the property of the Dennis-Yarmouth Regional School District and is subject to random inspection. The equipment will be returned to the District during the final week of school or sooner if a student withdraws from the District.



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Grades K-3 i Use Agreement

Please review these iPad rules with your child. In order to use an iPad, you and your child must be willing to accept the following responsibilities:

Student Responsibilities

- I understand that the iPad is my responsibility.
- I will not remove my iPad from the case, write on or destroy the case, or change cases without approval from the Technology Office.
- I will do everything I can to prevent my iPad from being damaged.
- I will not leave my iPad outside or in any unsupervised areas.
- I will honor the DYRSD iPad Procedures and Use Guidelines and the DYRSD Technology Responsible Use Agreement.
- I will not view, create, send, or download inappropriate material.
- I will treat the iPad as a valuable piece of equipment and will report any issues with my iPad to a teacher immediately.
- I will not attempt to add, delete, access, or modify other user accounts on the iPad.
- I will not do anything that could interfere with the DYRSD network.
- I will return the iPad in good working order at the end of the school year, when requested, or if I withdraw from the school District

Parent/Guardian Responsibilities

Your child has been issued an iPad as part of the DYRSD initiative to enhance the educational experience and prepare students to use technology in the 21st century. It is essential that all procedures and guidelines be followed to ensure the safe, efficient, and ethical operation of this device. Therefore, we ask that you agree to the following:

- I will discuss the DYRSD iPad Procedures and Use Guidelines and the DYRSD Technology Responsible Use Agreement information with my child
- I will ensure that my child understands the Student Responsibilities in this loan agreement
- I will ensure that my child reports any mechanical or technical issues with the iPad to a teacher or administrator
- I agree that the iPad will be returned to DYRSD in good working order at the end of the school year, when requested, or upon withdrawing from the school District
- I agree to pay a replacement cover fee if the cover is returned with intentional damage such as graffiti or other similar damage

Failure to uphold the responsibilities listed above is misuse. Misuse of DYRSD online and digital technologies may result in restricted access. Such misuse may also lead to disciplinary and/or legal action against students, including suspension, expulsion, or criminal prosecution by government authorities. The District will tailor any corrective action to the specific issues related to each violation.

Disciplinary action may also be taken when a student intentionally posts speech online understood by school officials to threaten, harass and intimidate a staff member or fellow student, even when such online action originated and was disseminated off-campus without the use of school resources.



MAIN OFFICE
(508) 398-7690

Ezra H. Baker Innovation School

**810 Route 28
West Dennis, MA 02670**

PATRICK M. RILEY
Principal

ELLEN FLANAGAN
Assistant Principal

Students are welcome to take and post pictures online in their uniforms and/or with the school logo, recognizing that those images should display appropriate decorum. Disciplinary action may also be taken if students post pictures online in their uniforms and/or with the school logo that displays conduct unacceptable of the team/school and/or disrupts the school's operation.

As the parent or guardian of this student, I have read this iPad Loan Agreement for DYRSD and have discussed it with my child. I agree to the terms above and accept responsibility for the DYRSD-owned iPad. I understand that I am accepting responsibility for any damage, destruction, or loss of the assigned iPad. I understand that I am responsible for the total cost of replacing a damaged, destroyed, or lost iPad.

I understand that technology access is provided by DYRSD and is for educational purposes in keeping with the academic goals of DYRSD, and that student use for any other purpose is inappropriate. I recognize that it is impossible for DYRSD to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's technology activities at home should be supervised as they can affect the academic environment at school.

Dennis-Yarmouth AI Vision and Guidelines

In Dennis-Yarmouth, we believe that equitable access to Artificial Intelligence (AI) tools and education is essential to preparing every student for success in a rapidly evolving world. Our schools are committed to empowering all learners to be ethical, informed, and creative problem solvers who can adapt, collaborate, and lead in an increasingly technological society.

Guidelines:

- Students may only use District approved AI tools with a teacher's explicit permission for specific assignments
- Students will use District approved AI responsibly and safely, including identifying and avoiding plagiarism and bias
- Students will have opportunities to demonstrate their use of AI tools at school events

Please click [this link](#) for more information about the DYRSD AI Vision and Guidelines.