SCITUATE HIGH SCHOOL
2018-2019 Student Handbook

Robert Wargo
Principal

William Luette
Assistant Principal to Student Life

Lisa Maguire
Assistant Principal

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INTRODUCTION TO SCITUATE HIGH SCHOOL

Mission Statement
Scituate High School strives to provide an environment conducive to the fullest possible development of each student. Our programs endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of these programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults. Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches.

Expectations for Student Learning
The members of the faculty of Scituate High School offer to every student the opportunity to demonstrate the following by graduation:

• Being an effective reader
• Being an effective writer
• Being an effective speaker/presenter/performer
• Being an effective problem solver
• Being an effective information seeker/organizer
• Contribute to the community at large

Expectations for School Performance
Scituate High School will:

• Identify and seek the resources necessary to achieve a successful academic program.
• Provide a safe and secure environment for student learning.
• Identify and request the staffing essential for a quality educational program.
• Continue its commitment to identifying and acquiring the technology essential for a quality educational program.
• Continue its support of student involvement in the community.
• Promote the implementation of instructional strategies that necessitate students working cooperatively in teams, as well as independently.

School-Wide Rubrics
The process by which Scituate High School will assess both individual and school-wide progress in achieving the school’s Mission and Expectations for Student Learning is based upon established school-wide rubrics. Teachers will base classroom assessment on both school-wide and course-specific rubrics.
School Committee and School Administration

School Committee
Chairperson: Richard Hebert
Vice Chairperson: Michael Hayes
Members: Peter Gates, Janice Lindblom, Michael Long

Scituate Public Schools Administration
781-545-8759
Superintendent: Ron Griffin x311
Asst. Superintendent: Jen Arnold x320
Title IX Coordinator, Jen Arnold x320
Director of Business/Finance: Paul Donlan x300
Director of Special Education: Dianna Mullen x322
Director of METCO: Michelle Crawford-Cranmore x383

Scituate High School Administration
Principal: Robert Wargo x360
Asst. Principal: Dr. Lisa Maguire x361
Asst. Principal/Student Life: William Luette x362

High School Phone Number
Dial 781-545-8750, press 2

Department Chairpersons
English: John Scopelleti x376
Fine Arts/Music: James Thomas x342
Foreign Language/ESL: Kathryn Ciulla x395
School Counseling, Testing & Career Services: Tammy Rundle x370
504 Coordinator: Tammy Rundle x370
History: Steve Swett x392
Mathematics: Elizabeth Grindle x394
Science/Technology Education: Patrick Newton x377
Special Educ./Evaluation Team Chair: Deborah Sullivan x374
Athletics: Michelle Patterson x309

School Counseling Department
James Cooney, Counselor: x371
Marlene Hoffman, Counselor: x372
Sharon Mohr, Counselor: x373
Kim Mitchell, Counselor: x378
Jeannie Mullen Secretary x375
Jen Lopes, Adjustment Counselor: x102
**Academic Information**
To be eligible for a Scituate High School diploma, students must meet all graduation requirements and pass the required MCAS exams. Please note that eligibility for a Scituate High School diploma does not ensure graduation ceremony participation as there are other factors (behavioral issues, settlement of student accounts, etc.) considered in a student’s participation eligibility. Participation in the graduation ceremony and related events are a privilege and available to students in good standing.

**Grades and Credit Requirements**
All courses will be graded on a quarterly basis. Final grades and credits will be awarded at the end of semester I for semester I courses only, and at the end of semester II for full year and semester II courses. Most courses offered are full year in duration. Students should be well aware that their commitment is for a full year, though exceptions will be made for 3-1/2 year graduates.

*Please note that loss of credit due to absences will be determined quarterly.*

All students must enroll in sufficient courses to earn a minimum twenty-four credits over the course of the academic year. In addition, each student must enroll and participate in two quarters of Health and Wellness each school year. The school reserves the right to withdraw any course due to insufficient enrollment.

**Graduation Requirements**
Students must earn a minimum of 96 credits to be eligible for a Scituate High School diploma. Students earn 4 credits for the successful completion in each full year course, 2 credits for each semester course, and 1 credit for each quarter course.

*The total credits earned must include the following:*

- **ENGLISH** 16 Credits (4 in each core course)
- **FOREIGN LANGUAGE** 8 Credits (in a single language)
- **SOCIAL STUDIES** 12 Credits (including 2 semesters of World History & 4 semesters of U.S. History)
- **MATHEMATICS** 16 Credits* (*including Algebra 1, Algebra, Geometry or other courses per discretion of Dept. Chair)
- **SCIENCE** 12 Credits (Engineering and Technology can be used to fulfill the Science graduation requirement)
- **HEALTH/WELLNESS** 8 Credits (4 credits Health and 4 credits Physical Education)
- **FINE ARTS** 4 Credits* (*beginning with the class of 2019)
- **ELECTIVES** 20 Credits Additional credits from any discipline

**Community Service**
All Scituate High School students are required to serve a minimum 50 hours of community service to be eligible for a Scituate High School diploma. These service hours are to be completed beyond the school day unless pre-approved by a school counselor. Community service hours cannot begin prior to the summer before freshman year and cannot be supervised by a parent/guardian or other family member. All community service hours must be completed and papers passed in by the end of first semester senior year.

The following pacing requirements are effective:
· Members of the Class of 2019 must have 50 hours of community service complete and submitted to be eligible to attend the Senior Dinner Dance in the spring.

· Members of the Class of 2020 must have 35 hours of community service complete and submitted to be eligible to attend the Junior Prom in the spring.

Failure to complete community service will result in social probation (all school sponsored social events and ceremonies) including exclusion from graduation ceremonies.

**Competency Determination: Massachusetts Comprehensive Assessment System (MCAS)**

The Massachusetts Board of Education adopted a change to the Competency Determination (CD) of the Massachusetts Comprehensive Assessment System (MCAS). All school districts are required to develop Educational Proficiency Plans (EPP) for students who have not received proficiency scores on the English/Language Arts and Mathematics sections of the MCAS. This change was made to increase the likelihood that graduates of Massachusetts high schools have the knowledge and skills needed to succeed in college and in the workforce. EPPs ensure that students both continue to receive instruction in the subject(s) in which they are not yet proficient, and that they are assessed to determine their progress.

**Levels of Instruction**

Scituate High School offers Advanced Placement, Honors, College Preparatory and Academic level courses to provide all students with the opportunity to learn at their own pace and in an environment which is conducive to their academic abilities and needs. The criteria for admission into the AP and Honors level courses include teacher recommendations, prerequisites (such as submission of a completed Community Service Form), grade-point average, and the approval of the department chairperson. Students should refer to the course description under the individual department for specific guidelines.

Scituate High School students may be placed in a higher-level course than the one in which they are currently enrolled based upon the mutual recommendation of the teacher and department chairperson after consideration of the student’s course average. Each course level is designed to challenge students and maximize the opportunity for success. The pace of instruction, however, cannot be lowered to accommodate students who are enrolled at an inappropriate level.

**Marking System**

A indicates excellence.

B indicates consistently good work.

C indicates average accomplishment.

(The attainment of a C or better is strongly advised if a student wishes to continue with the next sequential course.)

D indicates poor performance.

F indicates a failing grade and credit will not be assigned.

P indicates a passing grade.

W indicates a student withdrew from a course with no grade. W/F indicates a withdrawal with failure.

I indicates an incomplete grade.

An “I” is assigned when the work of a marking period is incomplete as a result of illness or some other approved reason. Incompletes are only granted with the permission of the Principal. Cases of extended or
recurring absences shall be treated individually. The “I” is replaced with an “F” if the incomplete work is not made up within two weeks or ten school days after the conclusion of the marking period.

**Grade Ranges**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.50-100.00</td>
</tr>
<tr>
<td>A-</td>
<td>89.50-92.49</td>
</tr>
<tr>
<td>B</td>
<td>82.50-86.49</td>
</tr>
<tr>
<td>B-</td>
<td>79.50-82.49</td>
</tr>
<tr>
<td>C</td>
<td>72.50-76.49</td>
</tr>
<tr>
<td>C-</td>
<td>69.50-72.49</td>
</tr>
<tr>
<td>D</td>
<td>62.50-66.49</td>
</tr>
<tr>
<td>D-</td>
<td>59.50-62.49</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Grade Point Average**

All courses which receive letter grades are used in computing G.P.A. Grades in both Advanced Placement and Honors courses are weighted more heavily than in other courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Placement</th>
<th>Honors</th>
<th>College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>4.67</td>
<td>4.17</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>4.33</td>
<td>3.83</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>3.67</td>
<td>3.17</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
<td>2.83</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
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</tr>
<tr>
<td>C-</td>
<td>2.67</td>
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<td>1.5</td>
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<tr>
<td>D-</td>
<td>1.67</td>
<td>1.17</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>1.33</td>
<td>.83</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Valedictorian/Salutatorian**

At the end of the fourth quarter, the senior with the highest cumulative grade point average will be named valedictorian and the senior with the second highest cumulative grade point average will be named salutatorian. The valedictorian and salutatorian must have attended Scituate High School for the final five consecutive semesters prior to graduation. If a student has transferred to Scituate High School, his/her grade point average from her previous school will be calculated into his/her Scituate High School grade point average. The grade point average from the former high school will be determined using the grade equivalents of the former high school, but will be based upon the grades earned only in those classes that transfer to Scituate High School for credit.

**Honor Roll**

Honor Roll is based on quarterly grades. All courses with a letter grade are counted in computing the Honor Roll. However, if a student fails a Pass/Fail course, he/she is not eligible. “High Honors” is all A’s. “Honor Roll” is all A’s and B’s. “Commended” is A's, B's and one C.

**Homebound Instruction**
The school may furnish homebound instruction to those students who are unable to attend classes for at least four consecutive weeks due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This form is available in the school counseling office or by downloading it at http://www.doe.mass.edu/sped/28mr/28r3.doc.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers are assigned to homebound instruction by the Director of Student Support Services with the approval of the Superintendent.

SOURCE:  MASC LEGAL REF.: M.G.L. 71B:2  Adopted: 09/06/1979 Revised: 02/14/2005

Tutoring Eligibility
The District will provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The purpose is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the District’s recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student’s educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Principal with a Department of Elementary and Secondary Education Physician’s Statement form (form 23R/3) that is completed and signed by the Student’s attending physician. The District may seek parental permission to speak with the physician in order to clarify the student’s medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

*This form is available in the School Counseling office or by downloading it at http://www.doe.mass.edu/sped/28mr/28r3.doc. The completed form must be returned to the Director of School Counseling who will then facilitate the tutoring services. The Director of School Counseling will generate a tutoring contract agreement for signature by the parent/guardian, outlining the stipulations of the tutoring services.

Requesting Student Work
- School Counselors will notify classroom teachers and department chairs when tutoring services have been arranged.
- The classroom teachers will provide work directly to the tutor within 2 school days of notification of tutoring services.
**Completed Assignments**
- Assignments must be returned as each chapter or unit is completed.
- Completed work will be placed in the mailbox of the appropriate classroom teacher’s mailbox indicating student’s name and course.
- Teachers will not provide the tutor with additional chapters or units until the previous work is complete.
- Passing in an entire semester or year’s work at one time is not acceptable.

**Grading**
- The student may be graded on a Pass/Fail basis or at a different course level at the discretion of the principal and the department chair.
- The teacher will be responsible for grading completed assignments. If the teacher is no longer at Scituate High School, the department chair will assume the grading responsibility.
- Chapter and unit tests given by the tutor will be graded by the classroom teacher.
- Mid-year and final exams must be taken at Scituate High School under the supervision of a school counselor, department chair, or building administrator.
- When tutoring services continue during the summer months, the tutor will submit completed work directly to the department chairperson who will then forward the work to the classroom teacher for grading in September.
- Classroom teachers are responsible for communicating the student’s grade to the school counselor within two weeks of receiving completed student work.

**Summer School Eligibility**
In order to be eligible for Summer School, the student must have completed all four quarters and the midyear and final assessments in the course. Students must have passed two of the previous four quarters or receive special permission from the Principal and Department Chair in order to be eligible for Summer School. If a student enrolls in a summer school course to regain credit lost due to attendance, then both the course grade and the Summer School remedial course grade are recorded on the student’s transcript. If a student enrolls in a remedial summer school course because he/she has failed the course during the academic year, then both the course grade and a passing grade of “P” are recorded on the student's transcript. No more than two summer courses per academic year can be taken for transcript credit, unless the Principal has granted permission.

**Independent Study**
Upper-class students, who wish to conduct a research project, compose a thesis paper, or pursue a special interest, may design a one-semester course of independent study.

**The resulting work/product is to be of university level depth in its research, writing or production.**
Students must arrange for a member of the faculty to advise their study, and must submit a proposal for the study to the advisor, the department chairperson, and the principal for approval before being considered for acceptance into this program. Topics considered must be beyond the scope of those dealt within courses offered by the department. Students must be enrolled in six scheduled classes, be meeting with success both academically and behaviorally, and have an acceptable attendance record.

**Three and One Half Year Graduation**
This program is available to a student who is in an unusual circumstance and shows a particular need to graduate early. Students will only be considered for this option if their academic, attendance and discipline
records demonstrate success. In the spring of his/her junior year, a student and his/her parents must meet with
the student’s school counselor and Principal to apply for early graduation. The Principal has the sole authority
to approve the application. Any student approved for early graduation must complete all course and credit
requirements and all final assessments by the end of semester one.

Provided all other requirements are met, students who are three and one half-year graduates are eligible to
participate in all senior class activities including, but not limited to, the Senior Dinner Dance, Awards Night, the
Senior Outing, and Graduation. Three and one half-year graduates are not eligible for membership in spring
sports or activities. This option is not generally recommended for students and will be reserved for those with
exceptional circumstances.

**Graduation Ceremony Participation**

In order to participate in the graduation ceremony, students must have met ALL requirements for graduation by
the last day for seniors. These requirements include the fifty community service hours which are to be completed by the last day of semester one. Students who are short of credits at the end of their senior year
will not be allowed to participate in graduation.

Seniors are expected to adhere to rules of appropriate social conduct. The Principal reserves the right to exclude
from senior activities any senior whose behavior does not follow Scituate High School’s expectations of proper
conduct, whether in school or at school related events. Such exclusions might include some or all of the
following senior activities: dinner dance, senior trip, other senior class activities, and participation in graduation
ceremonies. Students should understand that participation in these activities is a privilege, not a right.

Students must also settle all school accounts (lost textbooks, school library books, athletic equipment or
materials etc.) by the last day of class for seniors.

**Homework Philosophy and Guidelines**

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or
outside of class. The purposes of homework are to improve the learning processes, to aid in the mastery of
skills, and to create and stimulate interest on the part of the student. Homework is a learning activity which
should increase in complexity with the maturity of the student. With increased maturity, learning should
become an independent activity. This should be established through consistent assignments which encourage
students to investigate for themselves and to work independently as well as with others.

Homework is included when calculating a student’s quarterly grade, but does not exceed 25% of that grade.
Teachers provide their individual grading methods at the start of each course.

In the event of a student’s absence, it is the responsibility of the student or his/her parents to request homework
assignments. A student who is absent from class and returns to school the next day is expected to obtain the
homework assignments from the teachers whose classes met the previous day. The general policy for make-up
work is one day per day of absence. Teachers have the discretion to be flexible with this policy depending on
the student’s situation.

It is the teacher’s prerogative to give homework assignments in advance to students who will be on vacation
during school time. Parents are urged to schedule vacation during school vacation periods in order that their
children not miss the daily classroom instruction.

Parents should contact teachers directly to inquire about the completion of long-term and nightly assignments.
Parents are encouraged to use Aspen as a means of retrieving student information and to use email and/or
telephone to communicate regularly with teachers.
**Midyear and Final Assessments**
All students will have midyear and final assessments. Midyear and final assessments will each count as 10% of the course grade. Seniors who maintain at least a “B” average for each of the first and second quarters of Semester I courses, or third and fourth quarters for Semester II or year-long courses, MAY be exempt from the final assessments at the discretion of their teacher(s).

**Course Selection and Change Policy**
At Scituate High School, a great deal of time and effort is provided to assist students in the selection of those courses which have the best fit with their academic needs and interests. To be effective, the selection process is designed to ensure that students, parents, teachers, and school counselors, all contribute to curriculum decision-making by thoughtfully reviewing course options. There is no way to build a schedule that satisfies every student’s wants. No one should expect to do so. The school’s primary objective is to provide quality teaching, a well-balanced curriculum, and an atmosphere of excellence, which challenges students, yet allows them to achieve success.

Naturally, situations arise in which course changes become necessary, and we will strive to accommodate each student as best we can. In the event a change is warranted, the following procedure applies:

**Request for Course Level Change**
Course level recommendations are carefully made for every student by each subject area teacher in conjunction with the department chair. Students, in consultation with parents and teacher, must seek department chair approval before submitting the course level change request in writing to the counselor. If a parent chooses to override the department chair’s recommendation, the request shall be honored, but the student will be required to remain in the requested course for the entire quarter and will receive the earned grade. In calculating a final grade in the new course, the Department Chair will collaborate with the teacher of both the dropped and the new course. The Department Chair and current teacher will also examine criteria such as student attendance, homework grade, classroom behavior, effort to seek extra help, etc. in calculating the dropped course’s contribution to a final grade in the new course. The Department Chair will be given enough time to make a reasonable evaluation.

**Request for Course Change or Drop**
The master schedule is carefully constructed to match the requests of the greatest number of students each year. Therefore, it is imperative that students give time, thought, and ample consideration to their course selections. Students will not be permitted to drop a course they have elected without good reason, as determined by the counselor, teacher, and the department chairperson. Dropping to change a teacher or to avoid academic rigor is unacceptable.

Any request for changes must be submitted in writing to the student’s counselor within the first two weeks of the course and requires parental approval. Any request to drop a course after the first two weeks of a course will not be allowed without permission of the Director of School Counseling and/or Principal. Any course dropped after the mid-point of the course has been reached will be assigned a W/F and will be averaged into the G.P.A. as a 0.00. (This does not apply to course LEVEL changes).

**Program Suggestions**
Requirements for admission to colleges and specialized schools undergo changes, so it becomes increasingly important for each student to evaluate personally these schools and colleges for specific requirements, in order to plan his or her high school program appropriately.

Some typical program plans to follow in high school based on your future desires are outlined for you.

**These Plans Represent Minimum Requirements.**
College admission requirements may be more or less demanding than these depending on the school or college you choose. See your school counselor for help in planning your high school program and to answer questions you might have.

**MA State College and University Admission Standards Policy**
The admissions standards for Massachusetts State Colleges and the University emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since a wide range of factors are considered in admissions decisions. It is important to note that admissions standards for the state's community colleges have not changed. Community colleges may admit any high school graduate. In March 2011, Massachusetts State Colleges and Universities adopted a 4-year mathematics requirement, one of which to be taken during a student’s final year in high school.

*Please see your counselor for clarification on this new policy.*

**Minimum Course Requirements:**
College preparatory courses are required as follows:
(A course is equivalent to one full school year of study.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4 courses (Algebra II is a minimum requirement.)</td>
</tr>
<tr>
<td>Science</td>
<td>3 courses (including 2 LAB courses)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 courses (including 2 courses in U.S. History)</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2 courses (in single language)</td>
</tr>
<tr>
<td>Electives</td>
<td>2 courses (from the above subjects or from the Arts &amp; Humanities or Computer Sciences)</td>
</tr>
</tbody>
</table>

**Minimum Grade Point Average (GPA)**
The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors, Advanced Placement, etc.) courses. The minimum GPA requirement for most State College or University admission is a 3.0. Please see your school counselor for further clarification.

**LIBERAL ARTS COLLEGE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 courses</td>
</tr>
<tr>
<td>College Prep. Math</td>
<td>4 courses</td>
</tr>
<tr>
<td>Lab. Science</td>
<td>3 courses</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 courses</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 courses</td>
</tr>
</tbody>
</table>
ENGINEERING COLLEGES

English  4 courses
Algebra    2 courses
Geometry   1 course
Trigonometry  1 course
Physics    1 course
Chemistry  1 course
Social Studies  2 courses
Foreign Language  3 courses

NURSING SCHOOLS AND COLLEGES

English  4 courses
Chemistry  1 course
Biology   1 course
Lab Science  1 course
Foreign Language  3 courses
Math  4 courses (students are expected to take calculus at college)
Science   1 course
Social Studies  1 course
Foreign Language  3 courses

For specific admission requirements, students are advised to consult the catalog of the school or college they may wish to attend.

Non-Degree Business Programs
Generally it is possible for a student to be accepted into a career or non-degree business program without having taken the business curriculum, though most of these schools make provisions for students who have taken business courses in high school. Therefore, taking business courses at the high school level would be to the student’s advantage.

Technical Schools
High school requirements for technical schools vary with the depth of the program desired. Some courses may require advanced math and/or science while others may only demand 2 years of college preparatory math and 1 year of science.

Art Schools
Admission to art school is generally based upon the student’s portfolio, academic record and SAT or ACT scores. The portfolio is a collection of student work from all their art classes that includes 16 to 20 pieces. Modified portfolios can be developed for those students attending a liberal arts program and these can range from 6 to 10 works. For the advanced placement exam 24 to 30 pieces of work will be required. Of special note: at most state schools that offer art programs, students are accepted first on their academic record prior to having their portfolios reviewed for admittance into the art program. These art programs are very popular and competitive and students must be aware that they are expected to maintain a strong B average or better in all academic courses.

Career and Specialty school
There are many approved career and specialty schools which prepare students for a variety of careers and occupations. Although there are no specific prerequisites for entry into these programs, a strong command of verbal and math skills, coupled with a well-rounded selection of courses, is always desirable.

**World of Work**
Students seeking job opportunities directly after graduation should understand that employers look for the following skills: reading, writing and computation; willingness to learn; communication – listening and oral; creative thinking and problem solving; ability to work within a team; motivation and potential leadership.

**Armed Forces**
Students who plan to enlist in the armed services are reminded that high school graduation is a requirement for entry and that all candidates must take the Armed Services Vocational Aptitude Test Battery (ASVAB). More information can be obtained from your counselor or local recruiter.

**NCAA**
In order to be considered by The National Collegiate Athletic Association (NCAA) to play Division I or Division II athletics at the collegiate level, high school students must apply through the NCAA initial eligibility clearinghouse. The NCAA determines what courses may be used toward initial eligibility requirements. Student-athletes are cautioned to review the list of approved courses for Scituate High School by visiting the NCAA website @ http://www.ncaa.org and are urged to see their school counselor for more details.

It is the student’s responsibility to notify his/her school counselor by the end of first semester of junior year if they intend to apply to the NCAA.

**STUDENT SUPPORT SERVICES**

**School Counseling Department**
The mission of the School Counseling Department is to provide a comprehensive and developmental school counseling program of services that promotes the academic, social/emotional, and career potential of all students. Through counseling, advocacy, collaboration, leadership, and systemic change, counselors navigate students to become life-long learners, responsible community members, and achieve personal excellence. Counseling services are available to all students and parents to assist in educational, vocational, and personal matters.

School counselors meet with each student individually throughout the year, along with small group meetings to discuss student interests, abilities, course selections, educational and vocational opportunities, and personal or social concerns. Upon enrolling at Scituate High School, each student is assigned to a counselor who will follow the student through graduation. Students and parents should feel free to consult with their counselors at any time during the school year.

Throughout the year, the counseling department conducts programs for parents to assist their students in the college selection and admission process, as well as the financial aid process. The department hosts college admissions representatives who meet with students in small groups throughout the fall, and provides opportunities to explore alternatives to college (tech schools, community college, military, gap years, etc.) The department coordinates College & Career Readiness discussions devoted to: 9th grade transition workshops, learning styles, making homework count; and team building exercises; the 10th and 11th grade administration of the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT); and
college and career readiness workshops for 12th graders. Students are also given the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery).

Counselors consult and collaborate with the Academic Advisories to provide essential information; transitions for freshmen; study skills for students; post-secondary planning tools; social and emotional well-being, etc.

The school counseling department also provides informational services and materials for students and parents. Materials available include school and college catalogues; employment, vocational and occupational information; scholarship and financial aid booklets; armed services brochures; and reference information regarding College Board Testing (PSAT, SAT, SAT –Subject Tests, AP) and the American College Testing Program (ACT). The high school library also holds a myriad of guidance-related information that students can peruse at their leisure.

“The Counselor Connection”, the department newsletter, is published periodically for all grades, which provides students and parents with information essential to help in planning for their high school career and beyond. Naviance/Family Connection, the web-based college, career, and communication network links students and families with the resources and information necessary for academic and post-secondary planning. All students and parents/caretakers are given a Naviance/Family Connection account, and are encouraged to check it often. The Department website provides comprehensive information on all matters relating to academic and vocational success. Department forms, news and events, scholarship and award opportunities are regularly updated on the website and serves as an essential communication tool for families.

MetCO
The Scituate Public Schools participates in the “program to eliminate racial isolation”, commonly known as the METCO Program. This program busses students from Boston to Scituate for the purposes of providing quality, integrated educational experiences for both the Boston and Scituate residents. The program also seeks to foster a better understanding and greater cooperation between urban and suburban families. The METCO students enjoy all the privileges of Scituate residents. Please contact the METCO Coordinator at 781-545-8750, ext. 383.

Academic Advisory
The New England Association of Schools and Colleges (NEASC) has established the following standard for high schools: “There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school counselor who personalizes each student’s educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.”

To that end, Scituate High School has instituted an Academic Advisory Program in which many homeroom teachers and other faculty volunteers meet with students monthly to discuss a wide variety of issues related to the high school experience. The program curriculum is intended to support academic success, and includes such topics as Goal Setting, Creating Positive School Culture, Bullying, High School Resume Building, and many other topics.

Support Team
The Support Team (ST) is a team of educators, with varied backgrounds, who have been trained in a proactive and systematic problem solving approach to address the needs of our students. These teams are focused on creating, monitoring, and refining individualized interventions to students in the regular education setting.
Response to Intervention (RTI) is a scientific, data-based method used in the classrooms to guide the selection, use, and evaluation of academic and behavioral interventions. This process is used by the ST to assist struggling learners. Federal legislation (No Child Left Behind and the reauthorization of IDEA) requires that RTI practices be applied for instructional and behavioral intervention in classrooms.

RTI requires school systems to implement a scientific and systematic service delivery system that:
- Provides high-quality instruction and intervention matched to student need
- Monitors progress frequently to make decisions about changing instruction or goals
- Uses student driven data to make important educational decisions

More information regarding ST may be obtained from your school counselor.

**Student Assistance Program (SAP)**
The SAP team is made up of members of the school staff who are trained to help students and parents access school and community services. The program is designed to assist school personnel in identifying issues surrounding alcohol, tobacco and other drugs, which pose a barrier to a student’s success. The goal of the SAP team is to help parents and students find services in the community. This team does not diagnose, treat, or refer children for treatment.

Anyone can refer a student to the Student Assistance Program. Some students are referred by teachers and other school personnel. Any school staff member, a student’s friend or family member can let the SAP team know that they are worried about someone. The students themselves can even go directly to the SAP team to ask for help.

**Medical and/or Mental Health Resources**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. of Children and Families (DCF)</td>
<td>781-682-0800</td>
</tr>
<tr>
<td>Hull Teen and Women’s Clinic</td>
<td>781-925-0671</td>
</tr>
<tr>
<td>MEDA (Mass. Eating Disorders)</td>
<td>617-558-1881</td>
</tr>
<tr>
<td>South Shore Crisis Team</td>
<td>617-774-6036</td>
</tr>
<tr>
<td>South Shore Hospital</td>
<td>781-340-8000</td>
</tr>
<tr>
<td>55 Fogg Rd., Weymouth, MA 02190</td>
<td></td>
</tr>
<tr>
<td>South Shore Mental Health</td>
<td>617-774-6036</td>
</tr>
<tr>
<td>460 Quincy Ave., Quincy MA 02169</td>
<td>800-528-4890</td>
</tr>
<tr>
<td>Parent Stress Hotline</td>
<td>800-632-8188</td>
</tr>
<tr>
<td>Samariteens (3-9P.M.)</td>
<td>617-247-8050</td>
</tr>
<tr>
<td>(After 9 pm calls go to the Adult)</td>
<td>800-252-8336</td>
</tr>
<tr>
<td>Alcoholics Anonymous (Walk-In)</td>
<td>617-426-9444</td>
</tr>
<tr>
<td>368 Congress St. Boston, MA 02210</td>
<td></td>
</tr>
<tr>
<td>DOVE (Domestic Abuse/Violence)</td>
<td>617-471-1234</td>
</tr>
<tr>
<td>South Shore Women’s Center</td>
<td>617-471-5087</td>
</tr>
<tr>
<td>Plymouth Rape Crisis Center</td>
<td>508-746-2666</td>
</tr>
<tr>
<td>MEDA (Mass. Eating Disorders)</td>
<td>617-558-1881</td>
</tr>
<tr>
<td>Dept. of Children and Families (DCF)</td>
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<td>Hull Teen and Women’s Clinic</td>
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</tr>
</tbody>
</table>
SCHOOL FACILITIES

Locker Information
School lockers are the property of the school and are subject to search at any time for any reason. Students should not have an expectation of privacy in their lockers. A student’s person and personal belongings are subject to search when the school has reasonable suspicion to believe that the student is in possession of contraband, drugs, weapons or, if there is reason to believe there is an immediate physical threat to the school and/or students, or if there is reason to believe that the student has violated or is violating the law or school rules. When appropriate, the police and the use of trained animals may be used to conduct such a search. Possession of contraband, drugs, and weapons is illegal and inconsistent with school policy.

All lockers will be secured with school-issued locks at the start of the school year. A student who loses his/her lock will be assessed a $5.00 charge for replacement. Any lockers left unlocked during the course of the school year will be outfitted with new locks. Students are advised not to trade lockers or to share locker combinations with other students. Only the combination lock provided by the school may be used on a school locker. Scituate High School warns students against keeping valuables or money in the locker. The school is not responsible for lost or stolen items. If you need to have valuables in school, you may bring them to the Main Office to be stored in the safe for the day.

Parking
As student parking is limited, Parking spots are given out on a first come basis. A current parking pass is necessary to legally park at Scituate High School. Vehicles parked in unauthorized areas may be towed at owner’s expense. Passes cost $120 and applications are available in the Main Office at the end of each school year.

Parking privileges may be denied or revoked for unsatisfactory attendance, tardiness, academic ineligibility, unfulfilled disciplinary consequences, outstanding books or materials, or as a disciplinary consequence for violations as determined by the administration. Temporary parking passes are available from the Assistant Principal assigned to parking registration.

A student’s automobile/bicycle/other form of transportation is subject to search when the school has reasonable suspicion to believe that the student is in possession of contraband, drugs, weapons or, if there is reason to believe there is an immediate physical threat to the school and/or students, or if there is reason to believe that the student has violated or is violating the law or school rules.

Media Center
The library is a place for studying, doing reference work, using books, computers, films, magazines, and newspapers, supplementing course work or for personal enrichment. Library hours are subject to change, but generally open from 7:30 am – 3:00 pm, Monday – Friday. The atmosphere of the library is quiet, scholarly, and cooperative. It is not an area for social gatherings. There is to be no loud talking or communication from students at one table to students at another table.

Students who become disruptive in the library or arrive/leave without a pass will be assigned to detention by the librarian or the teacher on duty and/or referred to the Main Office for additional disciplinary action, including possible restriction from use of the facility.

Mosquito Spraying
The Town of Scituate does spray school grounds for the control of mosquitoes on occasions. The school community will be notified of mosquito spraying via postings to the Scituate School District and district websites.

ATHLETICS, CLUBS, ACTIVITIES & EVENTS

School-Sponsored Social Events
Dances, concerts, plays, and other school-sponsored events are held to enhance the social development of our students. To ensure the safety of students during these events, the following guidelines have been established.

Regulations for All Events (Including Dances)
The use or possession of tobacco products is not allowed at any school-sponsored event whether on or off campus. Any student using or possessing tobacco products at a school-sponsored event is subject to disciplinary consequences including detention, suspension, fine, and those consequences outlined in the Chemical Health/Alcohol/Drugs/Tobacco policies.

At the discretion of the school, reasonable searches may be conducted at extracurricular school functions. In order to ensure that students have a safe and drug-free environment in which to enjoy themselves, advisors and/or chaperones may conduct searches at school functions if there is reason to believe the student has drugs, weapons or alcohol or if there is reason to believe the student is violating or has violated a law or school rule.

Any student under the influence of, in possession of, or in the presence of alcohol or drugs will be subject to school disciplinary sanctions as defined in the handbook under “Alcohol/Controlled Substances”. Any student involved in violence and/or vandalism, as well as anyone who is insubordinate, will be placed in police custody. The student may also be subject to appropriate school disciplinary action. Students and parents should be aware that Breathalyzers may be given and that any student may be subject to the administration of a breathalyzer at extracurricular school functions. Students who refuse to take a breathalyzer test will be removed from the dance or activity and released to a parent. The school may impose appropriate disciplinary action.

Dance-Specific Regulations
The door will close forty-five (45) minutes after the dance begins. Any student who is working must notify the administration and get permission to arrive late. Students must enter the dance immediately. No loitering will be allowed in cars or outside the building. Once a student leaves a dance he/she must leave the grounds immediately. Students are not permitted to re-enter a dance unless they speak to the Administrator in charge.

Guests not enrolled at Scituate High School will be permitted to dances only once the Principal has approved the guest’s signed permission slip. These forms are available in the Main Office. Students are to dress appropriately and dance in good taste. Water bottles, personal beverages, and backpacks will not be permitted inside the building on the night of the dance. Water will be provided at no cost to students.

Athletics, Clubs and Other Activities

Scituate High School Athletic Mission Statement
The mission of the Scituate High School Athletics Department is to provide an athletic program that can extend the learning experience beyond the classroom. The Scituate High School athletic program strives to develop students socially, mentally and athletically; encourage leadership, responsibility, teamwork and sportsmanship. The interaction between individuals on the fields of sport teaches students the value of teamwork and the proper competitive spirit. Sportsmanship and fair play are developed in an atmosphere of mutual respect.

**Scituate High School Athletic Philosophy**
The Athletic Philosophy of Scituate High School can be found in the 2016-2017 SHS Student Athletic Handbook at the school’s website [http://www.scituate.k12.ma.us/schools-scituate-high-core-athletics.htm](http://www.scituate.k12.ma.us/schools-scituate-high-core-athletics.htm).

**Sports Fee**
During the school year, students who wish to join a sport will be assessed $300 per sport as a sports fee. This fee will be collected in late August from all athletes participating in a fall sport, November for winter sports and February for spring sports. Students who do not pay the sports fee will not be allowed to participate in any sport without a waiver. Any student in need of a waiver for the cost of the fee should meet with one of the school administrators.

**Eligibility**
School athletics and other activities have long been considered an integral part of the total school program. The value of co-curricular activities and their contributions to the students are well established. The following requirements for eligibility apply:

In order for a student to participate in an activity, he/she must earn a grade of “C-” or better in at least five full-time courses. (A course is considered to be full-time if it meets five times within the seven day rotating schedule, regardless of its status as a year-long, semester or quarter course.) A student cannot at any time represent a school unless that student is taking at least 5 classes.

A student who is ineligible may not participate in any part of an extracurricular activity or club; this includes meetings, practices, rehearsals, etc.

In addition, students who are on disciplinary suspension may not participate in any activity or club until the last day of suspension has been served. This includes weekends.

The administration reserves the right to restrict students, individually, or as a group, from participating in school sponsored activities including, but not limited to meetings, practices, games, performances, field trips, exchanges, outings, conferences, and special events based on records of attendance and behavioral issues.

Additional information concerning SHS athletics can be found in the 2016-2017 SHS Student Athletic Handbook which can be downloaded from the school’s website [http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm](http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm).

**Attendance Requirements**
- In order to participate in extra-curricular activities and other school-sponsored events (e.g. athletics practices or contests, club meetings, drama and music rehearsals/performances, field trips, rock concerts, etc.) students must meet the following requirements:
- Participants must attend school all day on the day of the activity.
- Participants must check in to school no later than 7:45 am (which is the start of the school day).
• Participants must attend all scheduled classes.
• Serving assigned teacher or office detention takes precedence over any practice, game, rehearsal, performance, etc.
• Participants are excused for being late to practice/rehearsals/meetings if they have been receiving extra help from a teacher or are making up work. Each student should bring a note from the teacher to his/her coach or advisor.
• If a student is absent on Friday, s/he may not participate in weekend school activities.
• If a student is suspended from school for any reason, he/she will be ineligible to participate in any aspect of after school activities from the end of school on the day the suspension is given until the day he/she returns to school from suspension. This time period includes weekends.
• In addition, students are expected to be in school ON TIME the morning following a performance or school sponsored activity or forfeit the right to participation in the next scheduled event.
• Additional information concerning SHS athletics can be found in the 2016-2017 SHS Student Athletic Handbook which can be downloaded from the school’s website [http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm](http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm)

(Extenuating circumstances are handled on a case by case basis, and must be brought to the attention of an administrator).

Standards for All Student Leaders
At Scituate High School, student leaders are expected to adhere to SHS standards and expectations for all students, the Eligibility Requirements for participation in school sponsored activities and events, as well as additional requirements for student leaders. These standards have been reviewed and approved by students, faculty, administrators, and members of the High School Council. Students who do not adhere to these standards may be removed from their positions. These standards apply to the following: mentors, class officers, student council representatives, activity/club officers, as well as other elected or appointed positions.

Please refer to SHS Student Athletic Handbook which can be downloaded from the school’s website [http://www.scituate.k12.ma.us/schools-scituatehigh-athletics.htm](http://www.scituate.k12.ma.us/schools-scituatehigh-athletics.htm) for a description of the Athletic Captain Selection Process.

• Academic Eligibility: C- or better in five full-time courses (A course is considered to be full-time if it meets five times within the seven day rotating schedule, regardless of its status as a year-long, semester or quarter course.)
• Attendance: consistently high attendance at all required meetings of the activity/club/sport
• Good Citizenship: leads by example and deeds; no school suspensions; no arrests and/or criminal convictions outside of school; Student Eligibility for Extracurricular Participation rules apply
• Representation: leads in the best interests of the activity/club and Scituate High School
• Contributor: promotes activity/club/sport and the school
• Respectful: acts in a respectful manner towards all members of the school community
• Additional information concerning SHS athletics can be found in the 2015-2016 SHS Student Athletic Handbook which can be downloaded from the school’s website [http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm](http://www.scituate.k12.ma.us/schools-scituate-highathletics.htm).

Anti-Hazing Policy/Prohibition of Hazing
In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, MGL Ch 536 the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school
sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days. Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC
LEGAL REF.: CH 269 S 17; S 18; S 19

Adopted: 02/14/2005

Interscholastic Athletics

Fall
- Golf (boys)
- Cross Country (boys and girls) – Varsity
- Field Hockey – Varsity, Junior Varsity, Freshman
- Football – Varsity, Junior Varsity, Freshman
- Soccer (boys and girls) – Varsity, Junior Varsity, Freshman (girls only)
- Cheerleading (Varsity, Junior Varsity)
- Volleyball

Winter
- Basketball (boys and girls) – Varsity, Junior Varsity, Freshman
- Ice Hockey – Varsity, Junior Varsity
- Track (boys and girls) – Varsity
- Wrestling – Varsity
- Cheerleading – Varsity
- Ski Team (coed) – Varsity
- Swim Team (coed) Varsity

Spring
- Baseball – Varsity, Junior Varsity, freshman
- Lacrosse (boys and girls) – Varsity, Junior Varsity
- Softball – Varsity, Junior Varsity
- Tennis (boys and girls) – Varsity
- Track (boys and girls) – Varsity
- Sailing
**Athletic-Specific Regulations**

The following guidelines, as well as others listed in the Athletic Handbook available online at [www.scituate.k12.ma.us/shs](http://www.scituate.k12.ma.us/shs) have been established for all student-athletes. Please refer to the Athletic Handbook for more information regarding eligibility requirements, rules, expectations, and general guidelines for participation. Cheerleaders, as student-athletes, are expected to adhere to all athletic regulations.

**Pre-Practice Eligibility Requirements**

Failure to meet all of the following criteria by the first day of practice will preclude any student-athlete from participation in any practice or game:

- Payment of athletic fee
- Academic eligibility
- Submission of parental permission
- Submission of proof of physical examination and proof of concussion training and concussion history forms
- Meeting MIAA academic, age, transfer, and consecutive semester eligibility criteria as well as regulations established by leagues in which we participate
- Settlement of all accounts of previously issued clothing and supplies which must be either returned or paid for

**MIAA Eligibility Regulations**

Please refer to the 2016-2017 SHS Student Athletic Handbook which can be downloaded from the school’s website ([http://www.scituate.k12.ma.us/schools-scituate-high-athletics.htm](http://www.scituate.k12.ma.us/schools-scituate-high-athletics.htm)).

**Conduct in School Building**

No spikes or cleats will be worn in the building.

Players are not allowed in any part of the building except the gym, locker rooms or accompanying corridors during or after practices. Once the coach has cleared the locker room all players are expected to leave via the doors by the gym. Any rough housing that occurs after practice between student-athletes will lead to disciplinary action.

Please refer to the 2016-2017 SHS Student Athletic Handbook which can be downloaded from the school’s website ([http://www.scituate.k12.ma.us/schools-scituate-high-athletics.htm](http://www.scituate.k12.ma.us/schools-scituate-high-athletics.htm)) for a full description of this policy.

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes and vaporizers); marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

**Concussions**

The Commonwealth of Massachusetts Executive Office of Health and Human Services now require that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. This law requires that public schools and, in addition, any other schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules make sure that student athletes and their parents, coaches, athletic directors, school nurses and physicians and others learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents
inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious or suffers a known or suspected concussion during a game or practice, the law mandates removing the student from play or practice, and requires written certification from a licensed medical professional for “return to play”. The law also requires that a parent or guardian completes a Report of Head Injury during Sports Season form for a child that has a head injury outside of school related extracurricular activities.

This policy is aligned with the Commonwealth of Massachusetts Regulation (CMR 201.000) for the purpose of protecting the health and safety of our students who incur head injuries while involved in extracurricular activities. This is accomplished by providing a comprehensive, standardized treatment paradigm by which all head injuries are managed.

Medical management of sports-related concussion is evolving due to a significant amount of research in the area of brain function. We now know that a concussion is not a structural injury and therefore is not visible on x-ray imaging.

Scituate Public Schools seek to provide a safe return to activity for all athletes after injury, particularly after a concussion. Procedures have been developed to aid in insure that concussed athletes are managed appropriately. These include identification of concussed athletes, appropriate medical referral for treatment and follow-up, academic assistance, and insuring full recovery prior to return to athletic activity and full academic load.

**Scope**
This policy applies to students beginning in grade six through high school graduation. The unique configuration of Scituate Public Schools necessitates the governance of this policy in all elementary schools in the district. As such, the requirements (CMR 201.000) shall apply to students in these grades who participate in any extracurricular athletic activities.

**Review**
This policy will be reviewed and revised every two years, at a minimum, but more often as deemed necessary. The review committee shall consist of the Scituate school physician, a representative from our guidance department, nursing, athletic director and certified athletic trainer in consultation with Scituate’s school health advisory council. Any changes or modifications will be reviewed and given to athletic department staff and appropriate school personnel in writing.

**Definitions**
For the purpose of clarity those definitions listed in the regulations as they relate to Scituate are as follows:

**Athlete** refers to a student who prepares for or participates in an extracurricular athletic activity.

**Athletic Director** refers to an individual employed by a school district or school and responsible for administering the athletic program or programs of a school. For schools that do not employ an Athletic Director, the term Athletic Director refers to the individual designated to be responsible for administering the athletic program or programs of a school.

**Certified Athletic Trainer or Athletic Trainer**
any person who is licensed by the Board of Registration in Allied Health Professions in accordance with G.L. c.112 §23A and 259 CMR 4.00 as an athletic trainer and whose practice includes schools, teams or
organizations with whom the trainer is associated. Pursuant to G.L. c.112 §23A, the athletic trainer practices under the direction of a physician or dentist duly registered in the Commonwealth.

Coach
employee or volunteer responsible for organizing and supervising student athletes to teach them the fundamental skills of extracurricular athletic activities. The term coach refers to both head coaches and assistant coaches.

Concussion
a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neuro-metabolic dysfunction, rather than structural injury.

Diagnosis
a physician’s opinion, derived from observation, examination, and evaluation of procedures or tests of a patient, including those by a nurse practitioner or certified athletic trainer.

Extracurricular athletic activity
organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or band leader including but not limited to Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Head injury
direct or indirect trauma to the head including a concussion or traumatic brain injury.

ImPACT testing (Immediate Post-Concussion Assessment and Cognitive Testing)
a research based software tool utilized to evaluate recovery after concussion. ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, processing speed, reaction time, and post-concussion symptoms.

Massachusetts Interscholastic Athletic Association (MIAA)
private, non-profit association organized by its member schools, public and private, to govern, coordinate and promote athletic activities in 33 sports for high school students.

Neuropsychologist
licensed psychologist with training and experience in administering and interpreting neuropsychological tests. The neuropsychologist duties may include, but are not limited to pre-injury measurement of the cognitive abilities that may be disturbed by a concussion, testing within the first few days’ post-head injury, and periodic retesting to track resolution of the student’s subjective symptoms and improvement in cognitive functioning. The neuropsychologist may also advise school staff regarding the student’s need for post injury academic accommodations.

School Health Advisory Council
committee consisting of school and community members who advise the school district on its comprehensive, coordinated school health program.

**Second impact syndrome**
potentially lethal condition that can occur when a person sustains a head injury prior to complete healing of a previous brain injury, causing dysregulation of cerebral blood flow with subsequent vascular engorgement.

**Traumatic brain injury** (TBI)
complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. TBI may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head. TBI includes, but is not limited to, a concussion

**Volunteer**
adult who volunteers as a referee, coach, assistant coach, team parent, physician, nurse, or in an authoritative role to assist students who are engaged in an extracurricular athletic activity.

**Policy Oversight**
The Superintendent designates the Athletic Director as the person who is responsible for the implementation of the sports related concussion policy and procedure. The athletic director oversees the collection, by his staff, of the SHS Athletics Emergency Information Sheet that includes a pre participation concussion/head injury history (Appendix A).

The superintendent designates the school nurse as the person responsible for ensuring appropriate medical documentation of the annual physical examination (performed within the last 13 months), as required by the MIAA. Students may not participate in any sport, including practices, without said documentation

**Training Program**
Mandated annual training of persons specified in CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person’s completion of such training. Those persons include:
- Coaches
- Certified athletic trainer
- Volunteers
- School physician
- School nurses
- Athletic director
- Referees/umpires who are school employees
- Participating students
- Parents of participating students

**Mandated online trainings**
approved by the Massachusetts Department of Public Health are as follows:

The National Federation of High Schools (NFHS) [www.nfhs.org](http://www.nfhs.org) or
The Center of Disease Control (CDC) [www.cdc.gov/concussion](http://www.cdc.gov/concussion)

At the completion of one of the above courses a printed certificate is awarded. This certificate will be submitted to the office of the athletic director. Contents of training will include the following:
Recognition of Concussion

1. Signs (observed by others):
   - Athlete appears dazed or stunned
   - Confusion (about assignment, plays, etc.)
   - Forgets plays
   - Unsure about game, score, opponent
   - Moves clumsily (altered coordination)
   - Balance problems
   - Personality change
   - Responds slowly to questions
   - Forgets events prior to hit
   - Forgets events after the hit
   - Loss of consciousness (any duration)

2. Symptoms (reported by athlete):
   - Headache
   - Fatigue
   - Nausea or vomiting
   - Double vision, blurry vision
   - Sensitive to light or noise
   - Feels sluggish
   - Feels “foggy”
   - Problems concentrating
   - Problems remembering

3. Cognitive impairment as determined by ImPACT testing
   - Baseline testing (high school)
   - Post-concussion testing as ordered by physician

Management and Referral
guidelines for staff include the immediate removal of student who sustains a head injury or suspected concussion from practice or competition. Emergency medical transport is provided when indicated. That student may not return to practice or compete the same day. Parents must be promptly notified of any suspected head injury or concussion. Coaches will complete a Report of Head Injury Form (Appendix B) if a student is removed from play due to a suspected head injury. If a head injury occurs outside of school related extracurricular athletic activity, the parent/guardian is required to complete and submit this form. All Report of Head Injury forms will be submitted to the athletic director with a copy to the school nurse and athletic trainer.

Indications for emergency transport include but are not limited to the following:
- Witnessed loss of consciousness of any duration
- Deterioration of neurologic function
- Decrease or irregularity in respirations
- Decrease or irregularity in pulse
- Unequal, dilated, or unreactive pupils
Mental status changes
- Seizure activity

**Medical clearance and authorization for return to play** for any student with a suspected head injury must occur prior to resuming the extracurricular athletic activity. Such clearance and authorization must be written and can be provided by:
- A duly licensed physician
- A certified athletic trainer in consultation with a licensed physician
- A nurse practitioner in consultation with a licensed physician
- A neuropsychologist after the student has been examined and cleared by a licensed physician

**Academic support** is provided in the form of a graduated academic re-entry plan directed by a team comprised of the physician, school nurse, guidance, teachers, parents and the student. Neurocognitive function can be significantly impaired following concussion hindering students from fully engaging in the academic process. The *Return to Academics Plan* (Appendix C), developed by Scituate’s Department Chairs and Dr. David Morin of Scituate Pediatrics, outlines four color coded stages of recovery with guidance for teachers, students and parents to assist the student during recovery.

**Penalties** for failing to adhere to this policy will be at the discretion of school administrators.

**In Conclusion**
Scituate Public Schools will make every effort to ensure that our coaches, athletic trainer and volunteers will instruct and inform our students in techniques and skills that minimize sports-related head injury. A coach, trainer or volunteer for an extracurricular athletic activity shall be directed to discourage and prohibit a student athlete from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of a student, including using a helmet or any other sports equipment as a weapon.

**Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco**
All athletes are governed by the Scituate High School and MIAA controlled substance rule. During the school year (beginning the 1st preseason practice in August) and ending on the last day of school, the use, possession, or sale/distribution of alcoholic beverages or controlled substances are forbidden by school policy, the MIAA, and state law. Students in the presence of others who are using, selling, distributing, or in open possession of these substances will be subject to disciplinary action up to and including the full application of this policy. This policy includes products such as “NA or near beer”.

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. Consequences for violating the alcohol/controlled substance policy are listed below. The following are only the consequences related strictly to a student-athletes eligibility to participate in extracurricular activities.

**Minimum Penalties:**

**First/Second and Subsequent violation:**
* MIAA Rules and Regulations

*Principal reserves the right to evaluate this privilege on a case-by-case basis. Students must take the responsibility to set up an appointment with the Principal to discuss the issue.*
Regulations for Non-Athletic Clubs & Activities

The regulations set forth in this section are specific to those students participating in after-school activities other than athletics. Athletes should refer to the aforementioned regulations for athletics and the Athletic Handbook for athletic-specific regulations.

Student Eligibility for Extracurricular Participation (including school sponsored events)/Chemical Health/Alcohol/Drugs/Tobacco

During the school year a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. A student shall not, regardless of the quantity, use, possess, buy/sell, or give away any tobacco product (including e-cigarettes and vaporizers).

Students in the presence of others who are using, selling, distributing, or in open possession of these substances may be subject to disciplinary action up to and including the full application of this policy. This policy includes products such as “NA or near beer”.

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. If a student in violation of this rule is unable to participate in extracurricular activities due to injury, illness or academic ineligibility, the penalty will not take effect until that student is able to participate again.

1st Offense
• Notification of parents
• Mandatory parental conference
• Five to ten days suspension with the possible recommendation for additional days
• Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor or seven (7) in-school nicotine cessation support group sessions for vaping.
• Restriction from all school sponsored social events on or off campus for period of 18 school weeks.
• Loss of parking privileges without reimbursement for 18 school weeks.
• Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement).
• Participation in graduation ceremonies may be withheld at the Principal’s discretion (Pertinent circumstances surrounding the incident, including, but not exclusive to previous behaviors will be considered.)
• School-related service may be required
• Student must relinquish any elected or appointed positions (After a period of 18 weeks, students may request a review of this sanction by the Principal.)
• Parents may be asked to complete advisory sessions with a member of the high school’s counseling staff, or representative from Scituate FACTs, or community-based counselor, as determined by administration.

2nd Offense
• Notification of parents
• Suspension from school for ten days with a possible recommendation for additional days
• Extension of restriction from all school sponsored social events on or off campus for a calendar year
• Loss of parking privileges without reimbursement.
• Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor
• Participation in graduation ceremonies may be withheld at the Principal’s discretion
• Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement)
• The school will suggest that the student provide documented completion of an approved counseling/rehab program
• Student must relinquish any elected or appointed position.

3rd Offense
• All consequences listed above
• Recommendation for expulsion hearing

Penalties
• First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next 3 weeks of the activity.
• Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for next 7 weeks.
• Penalties shall be cumulative each academic year.
• Student leaders will forfeit leadership positions.

National Honor Society Membership Induction
To qualify for induction into the National Honor Society a student must: (*Criteria for class of 2019 and beyond)

• Be a Student of Scholarship
  o GPA of at least 3.7000 as published by the School Counseling Dept. after the first semester of junior and senior year, only courses completed are calculated.

• Be a Student of Character. (for example but not limited to)
  o No suspensions
  o Two statements of endorsements from a teacher or community leader (at least one from a teacher)
  o No incidents of harassment, cheating, stealing, disrespect, insubordination, or chemical health violations
  o No outside school arrests
  o No incidents of unacceptable internet/social media use
  o Two letters of recommendation from a Teacher or Community Leader (at least one from a teacher)
  o Have an attendance record in good standing including tardiness and dismissals

• Be a Student of Service
  o At least 50 hours of Community Service as recorded by the School Counseling Dept. by end of 1st semester Junior Year for students inducted junior year
- At least 60 hours of Community Service as recorded by the School Counseling Dept. by end of 1st semester Senior year for students inducted senior year

- Be a Student of Leadership
  - Provide a current resume
  - Provide 100-200 word paragraph stating how you have demonstrated leadership in the school and/or community

To maintain membership, the student must:

- Attend National Honor Society Meetings
- Contribute a minimum of six hours to NHS sponsored activities
- Grade 6 Math Magic Program
- NHS Peer Tutoring
- NHS Gates Tutoring Program
- Scituate Elementary School Remedial Programs
- Grade 6 Math Team Coach
- Grade 5/6 Foreign Language Program
- Student Guides at Eighth Grade Parents Night or Parent Teacher Conferences
- NHS Fund Raising Events
- An approved (by moderators) activity

- Maintain a high academic record
  - Maintain a GPA of at least 3.50
  - Have no Semester Average Below a C-

- Maintain a “Student of Character” record

**Student Council Elections**

In the Fall, the incoming freshmen will have elections for representatives. In the Spring, students from the freshmen, sophomore and junior classes will elect representatives to represent their classes for the following school year. Any student may become a part of Scituate High School’s Student Council; it is not mandatory that you also be a part of Class Officers. The current members of the council will elect an Executive Board consisting of a President, Vice President, Treasurer, Secretary and three (3) Publicity Coordinators from the existing council in the Spring prior to the representative elections for the following school year.

**Class Officer Elections**

Students wishing to represent their class as President, Vice President, Secretary, or Treasurer for the incoming freshman class will run and be elected by their classmates in the fall of their freshman year. The elections will be run by the class advisors or faculty designee.

In the spring students wishing to represent the sophomore, junior or senior class for the following school year will run for the positions of President, Vice President, Secretary or Treasurer in elections organized by the class advisors or faculty designee.

Class officers wishing to be part of the Student Council should follow the procedure outlined under Student Council Elections. No student may be an officer of both Student Council and their respective class.

**STUDENTS’ RIGHTS AND PRIVILEGES**
**Equal Educational Opportunities**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the Scituate School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, religion, national origin, gender identity, sexual orientation or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs.

The law reads as follows:

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

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, school counseling, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed. Scituate Public Schools is an Equal Opportunity/Affirmative Action employer. Scituate Public Schools does not discriminate on the basis of race, color, religion, national origin, gender, gender identity, disability, homelessness, or age in programs, activities, or employment.

**Non Discrimination on the Basis of Sex**

The Scituate School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to student with regard to educational opportunities, but also to employees with regard to employment opportunities.

The Scituate School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer, Dr. Jill Proulx, Assistant Superintendent, Scituate Public Schools, 606 Chief Justice Cushing Highway, Scituate Ma 02066. (781) 545-8759 ext 320. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

**SOURCE:**

MASC LEGAL REFS.: Title IX of the Education Amendments of 1972, 45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) Board of Education

Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78 Board of Education 603 CMR 26:00 Adopted: 02/14/2005

**Residency**

MGL, Chapter 76 Sec.5, provides the right for everyone to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person
who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

**Searches by Staff**
The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

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

**Interrogations by Police**
The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials.

**Therefore:**
1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC Adopted: 02/14/2005

The police authorities shall deal directly with the parent or legal guardian when a student is involved in suspected lawlessness. The school officials shall cooperate with the police in any investigation involving Scituate School District students. However, in order to assure each student, parent or legal guardian the protection of legal counsel if they so desire, a request by the police authorities shall be referred to the parent or legal guardian of the student before such interrogation is permitted.

Adopted: 11/21/1972 Revised: 09/06/0979 02/14/2005

**Security Camera System Policy**

**Purpose**
The Scituate School Committee supports the use of video cameras throughout the Scituate Public School District buildings for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.
Signage and Notification
Appropriate signage will be posted at major entrances to school buildings that notify students, staff and the general public of the District’s use of security cameras. Students and staff will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools, and on school grounds. Such notification will include, but not be limited to, employee handbooks and student handbooks. Signs will be posted in public entryways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under video surveillance. The posted signs will read: Surveillance Cameras in Use.

Camera Placement
The security camera system is installed in public areas only. These areas include grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries. Restrooms, changing rooms, private offices, nurse’s offices and locker rooms are excluded from security camera use. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy.

Access to Video Recordings
The Superintendent of Schools or his/her expressly authorized designee shall oversee video surveillance. The Scituate Public School Security Camera System will be in operation and may be monitored by school personnel throughout the year. Recorded information will be available with the approval of the Superintendent of Schools or his/her expressly authorized designee for use as necessary by appropriate school officials, and/or law enforcement personnel upon request.

Data Storage
All video recordings are stored on the District’s computer network. Recordings will be saved for no less than 30 days and no greater than one school year. All recordings will be appropriately deleted.

Information obtained through video surveillance may only be used for identifying persons attempting to enter the school buildings, investigating violations of student conduct, suspected illegal activity, or any activity that may threaten the safety and security of students and/or the school staff. No sound is to be monitored or recorded in connection with the video surveillance system. Any video recordings used for security purposes in school buildings or grounds are the sole property of the Scituate Public Schools. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

First Reading October 22, 2012
Second Reading November 5, 2012
Adopted December 3, 2012 Amended N/A

Disciplinary Suspension and Due Process
Students accused of an infraction have the right to due process. This means they have the right to notice of the charge and an opportunity to respond to the charge and explain their actions and perceptions. If the disciplinary consequence may result in a suspension of more than ten days, the Student will be entitled to a formal hearing with an opportunity to be represented at the student’s own expense and the opportunity to present evidence and confront witnesses.

A suspended student will be excluded from all classes, sports, all school-sponsored events and other school-related activities for the length of the suspension. This ineligibility takes effect on the close of the school day that the suspension is assigned and remains in effect until the suspension is fully served. Homework
is available to the students if they request it. Students can also make up work missed class work while they are suspended.

The Fourteenth Amendment says no person can be deprived of life, liberty or property without due process of law. The Supreme Court has held that a student’s interest in a public education is a property right protected by the due process clause. The essential elements of due process are “notice” and “hearing”. This means a student cannot be suspended/expelled unless he/she is informed of the charge against him/her and the basis for the accusation, and unless he/she is given a chance to tell his/her side of the story.

LEGAL REF.: M.G.L. 71:37, 71:37H½; 76:17
Adopted: 02/14/2005

**DUE PROCESS LEGAL POLICIES**

Respect is at the heart of Scituate Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Scituate Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administrated fairly and consistently to all students:

The Code of Conduct of the Scituate Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Eligibility to Participate in School Activities And Events

**603 CMR 53.11**

Suspensions

The Scituate Public Schools adheres to the Student Discipline Laws and Regulations as set forth in MGL Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

In School Suspensions:

**603 CMR 53.10**
Notice of In-School Suspension:
603 CMR 53.10

Parent Meeting:
The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:
The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT OF SCHOOL SUSPENSION

Due Process Procedures for Out-of-School Suspensions:
There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:
603 CMR 53.08

Emergency Removal of Student:
603 CMR 53.07

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

(a) 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, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR 53.08(3)(b);
(b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
(c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, 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.
(d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.
A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

**Short Term Suspension:**
A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

**Principal Hearing-Short Term Suspension**

**No Right to Appeal:**
The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

**Principal Hearing-Long Term Suspension:**

**Superintendent's Appeal Hearing: 603-CMR 53.09**
A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student’s misconduct and to assist the student in re-engaging with the school community.

**EXCLUSION/EXPULSION:**
The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H.

**FELONY COMPLAINT OR CONVICTION:**
Ch 37 H 1/2

**EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:** Ch 37 H 3/4

**SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:**
“The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent’s Office located at 606 Chief Justice Cushing Hwy, Scituate, MA”

**Appeal of Disciplinary Action**
Students may appeal a suspension over ten school days. M.G.L. s. 71 s. 37H and M.G.L. s. 37 H 1/2 describe the appeals processes for students disciplined under those laws. It is the responsibility of the student to follow the established channels of appeal. For those offenses that fall under Mass. General Laws, the appeal procedure under those statutes will be followed. The hearing officer in the appeal has the right to amend or increase consequences.
**Student Records Regulations**

Authorized personnel shall, at the request of a parent or guardian of any student, allow such parent or guardian to inspect the student’s record pursuant to the student record regulations.

Authorized school personnel shall permit any eligible student over the age of 14 to inspect their student record pursuant to the student record regulations. Each student has the right to a private interpretation of their student record by any authorized member of the staff. Inspection of the records of students by 3rd parties shall not be allowed except upon informed written permission of the eligible student or the parent, unless one of the exceptions under the student record regulations applies.

Authorized school personnel may forward transcripts of the student’s records upon the request of parents, legal guardians, students, and former students.

Parents without physical custody are eligible to request and receive student record information described in M.G.L. c. 71 s.34H unless:

parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section;

or

parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.

Upon the school’s receipt of a written request for records from the parent without physical custody, the school will notify the custodial parent regarding this request. Notification to the custodial parent will also explain that the information requested will be provided to the requesting parent after 21 days unless the custodial parent provides to the Principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information, or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information.” (See M.G.L. c. 71 s. 34H).

A student transferring into Scituate High School must provide a complete school record including, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which the student was charged with any suspended act. (See M.G.L. c. 71 s. 37L).

Scituate High School will provide a complete copy of a student’s record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of Scituate High School. (603 CMR 23.07(4)(g)). The Superintendent will provide for the proper administration of students records in keeping with the state and federal requirements, and shall obtain a copy of the state student regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part,
shall be made at the time of such transfer, graduation or withdrawal. The student’s transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

*Scituate High School’s temporary student records will be destroyed on or after August 15th of each school year. If you choose to inspect or request these documents after graduation, you must set up an appointment for review and/or procurement with your school counselor.*

**FAMILY EDUCATION RIGHTS AND PRIVACY (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**FERPA** gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**Student Address/Directory Information**

The Scituate Public Schools may release directory information without the consent of the eligible student or parent, provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after this notice to request that this information not be released without the prior consent of the eligible student or parent.

The Scituate Public Schools designates the following items as Directory Information: student’s name, address, telephone listing, date and place or birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. The Scituate Public Schools may disclose any of these items without prior written consent, unless the School Principal is notified in writing to the contrary by October 1st of each school year.

**College & Military Recruiter Access Policy**
Federal legislation requires that each school district provide, upon request by military recruiters or an institution of higher education, access to secondary school students’ names, addresses, and telephone listings. A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released without prior written parental consent. If a student or that student’s parent does not want the information contained in this paragraph to be released without prior written parental consent, please notify the Principal in writing of this desire as soon as possible.

Representatives from colleges, universities, and the military may schedule appointments through the School Counseling Department to meet with students. All representatives will meet with students in the School Counseling Department office. Students and parents will be notified of recruiter visits via the monthly junior/senior college newsletter, the school counseling website, daily announcements, and a posting of scheduled visits outside the School Counseling Dept.’s offices. Junior and Senior students may obtain a pass to meet with recruiters in the School Counseling Department. Students must obtain approval from a classroom teacher before being permitted to meet with representatives.

**Homeless Students**
This policy is intended to reiterate the significant provisions of the [McKinney-Vento Homeless Education Assistance Act](https://en.wikipedia.org/wiki/McKinney-Vento_Homeless_Education_Assistance_Act).

Every homeless child and youth shall have equal access to the same free, appropriate education and programs as is provided to other children and youth. No homeless child or youth shall be discriminated against, segregated from the mainstream school population, or isolated on the basis of his or her homelessness.

**McKinney Highlights:**
- Maintaining students in their school of origin;
- Providing transportation to ensure access to the school of origin;
- Enrolling homeless students immediately, even if regularly required documentation;
- Requiring school districts to review and revise all local policies that may act as a barrier to retention and enrollment of homeless students;
- Requiring a local homeless education liaison in all school districts with specific responsibilities to ensure that the provisions listed above are met.

**Definitions**

**Sec 725.**

**Identification of Homeless Children and Youth**
Many families and students who are experiencing homelessness are embarrassed by their situation and will try to hide the truth about their living situation. Students temporarily living with friends or relatives are particularly hard to detect. Schools cannot help these at risk students unless they are identified. Reaching out and finding the homeless students in their district are therefore primary among the liaison’s duties.

**Enrollment**
No school shall deny enrollment to any child or youth because he or she is living in a shelter or lacks a permanent address or is homeless.
No school shall deny enrollment to or delay the enrollment or transfer of any homeless child or youth unable to produce school, medical, or residency records.

Scituate Public Schools shall provide each homeless child and youth who enrolls in the district with the choice of enrolling in:

- The school he / she attended when permanently housed;
- The school in which he/she was last enrolled
- Any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The child or youth shall be permitted to remain in the school selected in accordance with the choices identified above for as long as the child or youth remains homeless or if the child or youth becomes permanently housed, until the end of the academic year.

When a homeless student or youth attempts to enroll in a school and notifies the school that he or she is homeless and that he or she does not have appropriate transfer or medical documentation, it shall be the responsibility of the receiving school to immediately enroll the child and to immediately make a reasonable effort to:

- verify that the student is homeless;
- contact the sending school for proper transfer documentation; and if necessary
- immediately refer the student to a physician or clinic including free clinics, which can provide any necessary examination or immunizations in a timely manner.

In the event that a homeless child lacks immunizations(s), or documentation regarding immunization, the school shall immediately enroll the child, and shall refer him or her to a physician or clinic, including free clinics, which can provide any necessary immunizations in a timely manner.

**Dispute Resolution Process (Grievance Procedures)**

Where a dispute arises regarding the enrollment or transportation of a student, the child shall be immediately enrolled or transported to the school chosen by the parent, if the parent claims the school is one of the three choices identified in Enrollment 3(a)-(c) above, until final resolution of the dispute.

Any individual alleging the abridgement of the educational rights of homeless children or youth by Scituate Public Schools, or raising any issue of discrimination under this policy may initiate a grievance pursuant to the procedures described below. School personnel should assist the parent or youth in completing appropriate grievance forms.

Initial grievance information should be recorded and received at the local school by the principal or the principal’s designee. The principal should attempt to resolve the issue(s) raised by the end of the next school day AND notify The Office of Education of Homeless Children at the Massachusetts Department of Education of the grievance and its resolution.

If the principal is unable to resolve the grievance by the end of the next school day, it shall be immediately referred to the OEHCY (above).

The OEHCY will review the grievance and if the dispute cannot be resolved to the parent’s satisfaction the OEHCY will convene a meeting of the parties and attempt to resolve the issue(s) raised within four school days.
Copies of all grievances filed and the resolution reached should be maintained in the school’s office with a copy forwarded to the Office of the State Coordinator.

If a dispute arises, CPS shall inform parents of homeless children of the availability of this grievance process, sources of low cost or free legal assistance, and other advocacy services in the community.

Parental Notification Relative to Human Sexuality Education
Massachusetts Law Chapter 71, 32A

Special Education
The provisions of state and federal special education law (MGL Chapter 71B and 603 CMR 28.00, formally Chapter 766 and the Individuals with Disabilities Education Act, or “IDEA”) are designed to help eligible students between the ages of 3 and 22 years of age who have not yet received a high school diploma and who are not making effective progress in regular education due to the existence of a qualifying disability.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is an Act which prohibits discrimination against persons with a handicap in any programs receiving federal financial assistance. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment which substantially limits one or more of such person’s major life activities which include functions such as:

   • Caring for one’s self
   • Performing manual tasks
   • Walking
   • Seeing
   • Hearing
   • Speaking
   • Breathing
   • Learning
   • Eating
   • Sleeping
   • Standing
   • Lifting
   • Reading
   • Concentrating
   • Thinking
   • Communicating
   • Working
   • Bending
   • Operation of major bodily function

Has record of such an impairment
Is regarded as having such an impairment

Behavioral Expectations – Section 504 Students

Expectations of Behavior

Additional information concerning Section 504 including the right to receive an evaluation, the procedural protections afforded to parents and students, a more detailed description of the special rules relating to suspension and expulsion, and access to Section 504 records may be obtained from the District Section 504 Coordinator. Tammy Rundle, Director of Counseling, 606 Chief Justice Cushing Highway, Scituate, Ma 02066 (781) 545-8750 Ext 370.
Non-Discrimination Policy and Prohibition against Sexual Harassment

MCAD
Mass.gov/sh/policy

Introduction
The Scituate Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, gender identity, national origin, sex, sexual orientation, religious beliefs, disability or age are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Scituate Public Schools strictly enforce a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Scituate Public Schools and its commitment to equal opportunity in education and employment.

Please visit: mass.gov/sh-policy-2016

The Scituate Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Scituate Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline.

Definition of Discrimination and Harassment
MGL P I, Title XXI CH 151B

“Discrimination” and “Harassment” are defined as unwelcome conduct, whether verbal or physical, that is based on race, national origin, sex, sexual orientation, religious beliefs, color, gender identity, disability or age. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above.
- Any action or speech that contributes to, promotes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either
  - (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from employment or a program or activity of the Scituate Public Schools; or
  - (ii) creates an intimidating, threatening or abusive educational or working environment.

Many forms of harassment and discrimination have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, Title VI, Title IX, Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 151B of the General Laws) by federal courts, state courts, the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education, Office for Civil Rights and the Massachusetts Commission Against Discrimination.
“Sexual harassment” is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities or as a basis for employment decisions.

Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual’s body, comments about an individual’s sexual activity, deficiencies, or prowess.
- Discussions of one’s own sexual activities or inquiries into others’ sexual experiences. Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male or female students or workers also may constitute discrimination, harassment and/or sexual harassment.

**Reporting Complaints of Discrimination and Harassment**

If any Scituate Public Schools student or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Scituate Public Schools through the Assistant Superintendent. This may be done verbally or in writing. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student’s Principal or Assistant Principal. Administrators aware of harassment involving any employee should report such incidents to the Assistant Superintendent.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or the Assistant Superintendent in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

**Complaint Investigation**

When the Scituate Public Schools receives a complaint of discrimination or harassment, it will investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation may include an interview with the person filing the complaint and also may include interviews with witnesses or other individuals who the Scituate Public Schools believes would be useful to the investigation. The Scituate Public Schools also will interview the person alleged to have committed the discrimination or harassment. When the Scituate Public Schools has concluded its investigation, the Scituate Public Schools will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of the investigation.
These complaint investigation procedures cover complaints alleging discrimination or harassment based on race, color, national origin, sex, religion, age, gender identity, sexual orientation and disability. The procedures are designed to promote the sensitive handling of employee and student issues, the thorough investigation of complaints, and to facilitate a prompt and expeditious internal review and a fair and equitable resolution of complaints alleging discrimination based on race, color, national origin, religion, sex, age, sexual orientation, gender identity, or disability. An employee or student may select any of the routes identified above in Section III or identified below in Section IV.B to discuss a concern or file a complaint of discrimination or harassment. Employees and students are encouraged to attempt resolution within their school or administrative office and may seek advice from appropriate individuals within their school or administrative office or from the Assistant Superintendent without being required to file a formal complaint.

Please note that while these procedures relate to the Scituate Public Schools’ policy of promoting a workplace and educational setting free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Scituate Public Schools’ authority to discipline or take remedial action for workplace and educational conduct which the Scituate Public Schools deems unacceptable.

**General Policies**

1. No reprisals or retaliation shall be invoked against any employee or any student for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.
2. No reprisals or retaliation shall be invoked against any employee or any student who, in good faith, has testified, assisted or participated in any manner in any investigation, proceeding, or hearing of a complaint or for otherwise participating in any way in these complaint procedures.
3. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.

The Scituate Public Schools will work with an individual who files a complaint of discrimination or harassment; including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint.

**Procedures**

**Informal Resolution of Discrimination and Harassment Concerns**

Before initiating the formal procedure, the student or employee should, if possible, resolve any complaint regarding an alleged discriminatory practice on an informal basis.

a. The student can raise the issue to his or her teacher, Principal, Assistant principal, or Assistant Superintendent.

b. The employee can raise the issue to either his or her supervisor, or to the Assistant Superintendent.

The appropriate department or school administrators shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously within ten (10) working days of receiving the complaint. whichever option is chosen, attempts will be made to resolve the matter to the satisfaction of the employee or student who has made the complaint. If the employee or student is not satisfied with the resolution, or if the employee or student does not choose informal resolution, then the employee or student can begin the formal complaint process.

**Formal Resolution of Discrimination and Harassment Concerns**
Both employees and students may direct the complaint to the Assistant Superintendent for investigation. Employees and students are expected to direct the complaint no later than twenty (20) Calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, employees and students should know that the Scituate Public Schools will investigate any complaint no matter when it is filed. The employee or student shall submit a written statement that will state the name of the individual and the location of the school/department where the alleged discriminatory practice occurred, the basis for the complaint and the corrective action the employee or student is seeking.

After filing the formal written complaint, the Assistant Superintendent shall promptly give written notification to the appropriate school/department identified in the complaint. This written notification shall be a copy of the complaint filed with the Assistant Superintendent.

The Assistant Superintendent will conduct the necessary investigation promptly after receiving the complaint. In the course of its investigation, the Assistant Superintendent shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and/or the principal or appropriate authority involved.

If further documentation is needed, the Assistant Superintendent shall present to the appropriate authorities, written requests for additional information pertaining to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available. The Assistant Superintendent, however, will make sure that the complaint is handled as quickly as is feasible and will strive to complete the investigation within thirty (30) working days. When more than thirty (30) working days is required for the investigation, the Assistant Superintendent shall inform the employee or student who filed the complaint that the investigation is still ongoing.

After completing the formal investigation of the complaint, the Assistant Superintendent shall request a meeting with the person against whom the complaint was filed and/or the principal or appropriate authority involved, to discuss the findings of the Assistant Superintendent and, at the same time, to give the person against whom the complaint was filed and/or the principal, supervisor or appropriate authority involved, an opportunity to respond to the findings, and to seek to resolve the complaint. When feasible and appropriate, the Assistant Superintendent will make every attempt to resolve the issue within the time parameters of this initial meeting; however, more than one meeting may be necessary. The Assistant Superintendent will strive to complete both the investigation and the resolution of the complaint within thirty (30) working days. When more than thirty (30) working days is required for the investigation and resolution process, the Assistant Superintendent shall inform the employee or student who filed the complaint and the individual against whom the complaint was filed and/or the principal or appropriate authority involved that additional time is needed for the resolution process.

If the Assistant Superintendent finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the Assistant Superintendent will refer the matter to the Superintendent of Schools for the Scituate Public Schools and/or his or her designee for appropriate action, up to and including termination for employees or expulsion for students.
Disciplinary Action
If it is determined that inappropriate conduct has been committed by a Scituate Public Schools employee or student, the Scituate Public Schools will take action that is appropriate under the circumstances. Action may range from counseling to termination of employment or discipline, up to and including expulsion.

State and Federal Remedies
In addition to the above, employees who believe they have been subjected to discrimination and/or harassment, may file a formal complaint with the respective state agency and/or the EEOC. Using the Scituate Public School’s complaint process does not prohibit you from filing a complaint with these agencies. Each agency has a specific time period for filing a claim. The United States Equal Employment Opportunity Commission (EEOC) allows at least 180 days (may be longer in some circumstances) to file a complaint, and the Massachusetts Commission Against Discrimination (MCAD) allows at least 300 days to file a complaint.

- The U.S. Equal Employment Opportunity Commission (EEOC) – 1801 L Street, NW, Washington, DC 20036-3811, JFK Federal Building, Room 475, Boston, MA 02203 617-565-3204 You can reach an EEOC field office by calling toll free: 1-800-669-4000
- Massachusetts Commission Against Discrimination (MCAD) – One Ashburnon Place, Boston, MA 02108 617-994-6000 – 617-994-6024 (fax) OR 436 Dwight Street, Rm. 220, Springfield, MA 01103 413-739-2145 – 413-784-1056 (fax)
- The United States Department of Education for Civil Rights, J.W. McCormack Building, Room 701, Boston, MA 02109 617-223-9662

Student-To-Student Harassment
Harassment of students by other students will not be tolerated in the Scituate Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, gender identity, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s education or of a student’s participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student’s performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
• Implied or explicit threats concerning one’s grades, achievements, or other school matter.
• Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment. Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion. Please refer to the “Non-Discrimination Policy and Prohibition against Sexual Harassment” statement in the previous section.

**Bullying Prevention and Intervention Plan - UPDATED**

At Scituate High School, bullying and cyber-bullying is prohibited and may result in disciplinary action by the school administration. This handbook policy is published in conjunction with the Scituate Public Schools District Policy prohibiting bullying.

**Bullying Prevention and Intervention Plan**

Adopted by the Scituate School Committee Dec. 20, 2010 Revised and Adopted August 25, 2014
Scituate Public Schools Scituate, Massachusetts
Bullying Prevention and Intervention Plan

**Leadership**

Leadership at all levels plays a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference.

Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. **Public involvement in developing the Plan.** As required by M.G.L. c. 71, § 370, the Scituate Public Schools Bullying Prevention and Intervention Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

The Scituate Public Schools Bullying Prevention and Intervention Plan was developed during the fall of 2010 with extensive input from key constituents. The Plan incorporated the work of the Districtwide Anti-Bullying Committee, which had been convened in fall 2009 and included key constituents from the schools and larger community. The Districtwide Anti-Bullying Committee also included under its umbrella existing efforts such as the Anti-Defamation League programs at the high school. The Scituate Public Schools Bullying Prevention and Intervention Plan was made available for public input at meetings throughout the fall of 2010, including School Committee meetings as well as School Council meetings.
B. **Assessing needs and resources.** The Scituate Public Schools Bullying Prevention and Intervention Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. In order to guarantee an ongoing awareness of needs, and be able to respond to those needs, the district allows for periodic needs assessments: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Members of the District's Anti-Bullying Committee will develop a timeline and survey on an as-needed basis each year.

C. **Planning and oversight.** Oversight responsibilities for the Scituate Public Schools Bullying Prevention and Intervention Plan are divided as follows: 1) Principals receive reports on bullying; 2) Principals collect and analyze building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) The District Anti-Bullying Committee creates a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) The Assistant Superintendent and District Anti-Bullying Committee provide ongoing professional development that is required by the law; 5) The District Anti-Bullying Committee responds to the needs of targets and aggressors; 6) District Administrators and teachers work together to choose and implement the curricula that the school or district will use; 7) The District Anti-Bullying Committee develops new policies and protocols (or revised existing ones) under the Plan, including an Internet Safety Policy, and designating key staff to be in charge of implementation of them; 8) Principals amend student and staff handbooks and codes of conduct; 9) Principals create parent information materials; and 10) The District Anti-Bullying Committee reviews and updates the Plan each year, or more frequently.

D. **Priority Statement.** The Scituate Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school or district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and
retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

Training and Professional Development
The Scituate Public Schools Bullying Prevention and Intervention Plan reflects the requirements under M.G.L. c. 71, § 370 to provide ongoing professional development for all staff, including but not limited to; educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. This section of the Scituate Public Schools Bullying Prevention and Intervention Plan includes the six topics that must be included in professional development according to M.G.L. c. 71, § 370.

Annual staff training on the Plan. Annual training will take place at the beginning of each school year for all school staff that will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school wide and district wide professional development will be informed by research and will include information on:

(i) developmentally (or age-) appropriate strategies to prevent bullying;
(ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
(iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
(iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
(v) information on the incidence and nature of cyberbullying; and
(vi) Internet safety issues as they relate to cyberbullying.

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

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

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

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

**Access to Resources and Services**
A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The Scituate Public Schools Bullying Prevention and Intervention Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Scituate Public Schools Bullying Prevention and Intervention Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

**Identifying resources.** Schools will provide counseling and other services for targets, aggressors and their family utilizing resources of the School Psychologist, School Social Worker and Guidance Counselor (where available). We will identify classroom teachers or specialist staff including art, music, physical education, reading, etc., who may have a special connection with the target or aggressor; this is one intervention strategy that can assist with skill building.

The Scituate Public Schools Bullying Prevention and Intervention Plan includes the school's or district's process for identifying its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the school or district can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The District Anti-Bullying Committee will develop a timeline and oversee this process.

**Counseling and other services.** Culturally and linguistically appropriate counseling and other resources are available within the Scituate Public Schools. If resources need to be developed, linkages may be made to community organizations. Counseling staff members at all schools, including school counselors, school psychologists and others, will assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Tools that will be used in this process include behavioral intervention plans, social skills groups, and individually focused curricula.

**Students with disabilities.** As required by M.G.L. c. 718, § 3, as amended by Chapter 92 of the Acts of
2010, when the 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 Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

**Referred to outside services.** The Scituate Public Schools has an established protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

**Academic/ non Academic Activities**

The Scituate Public Schools provides age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Effective instruction on bullying prevention will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Bullying prevention curriculum includes the following characteristics:

A. **Specific bullying prevention approaches.** Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying owner imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and engaging students in a safe, supportive school environment that is respectful of diversity and difference.

B. **General teaching approaches that support bullying prevention efforts.**

(See SPS Vertical Curriculum Alignment Chart in Appendix A.) The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities. lesbian, gay, bisexual, transgender students, and homeless students; using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development; using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

**Policies**

To support efforts to respond promptly and effectively to bullying and retaliation, the Scituate Public Schools has put in place policies and procedures for receiving and responding to reports of bullying or
retaliation. These policies and procedures will ensure that members of the school community - students, parents, and staff - know what will happen when incidents of bullying occur.

**Reporting Bullying or Retaliation.**
Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. An incident reporting form can be found on the school website and in the main office. Reports can be filed by calling the main office or by submitting a reporting form. The form can be submitted anonymously.

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

At the beginning of each school year, the Scituate Public Schools provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

**Reporting by Staff**
A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

**Students, Parents or Guardians, and Others**
The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

**Responding to a Report of Bullying or Retaliation and Safety**
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 target and/or to protect the alleged target 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 target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal 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.

**Obligations to Notify Others**

**Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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

**Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

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

In making this determination, the principal will, consistent with the Plan and with Scituate School and District policies and procedures consult with individuals the principal or designee deems appropriate.

**Investigation.** The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is
conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

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

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

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

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

**Responses to Bullying.** The following strategies will be utilized by the Scituate Public schools to build skills and prevent bullying and retaliation.

Upon the principal or designee determining that bullying or retaliation has occurred, a range of responses that balance the need for accountability with the need to teach appropriate behavior will be utilized. M.G.L. c. 71, § 370(d)(v).

Skill-building approaches that the principal or designee may consider include:

- Teaching Appropriate Behavior Through Skills-building
- Offering individualized skill-building sessions based on the Scituate's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
• Meeting with parents and guardians to engage parental support and to reinforce the anti-
• Bullying curricula and social skills building activities at home;
• Adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.
• Taking Disciplinary Action

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

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.

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.

**Promoting Safety for the Target and Others**
The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

**Collaboration with Families**
In order to increase our capacity to prevent and respond to bullying, the Scituate Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families. Resources for families and communication with them are essential aspects of effective collaboration. Parents or guardians of students in the Scituate Public Schools will be informed about the bullying prevention and intervention curricula used including: (i) how parents and guardians can reinforce the curricula at home and support the Scituate plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

A. **Parent Education and Resources**. Scituate Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education and Parent Advisory Council, along with SHORE and CORSE.

B. **Notification requirements**. Each year the Scituate Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Scituate
Public Schools will send parents written notice each year about the student-related sections of the Plan and our Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Scituate Public Schools will post the Plan and related information on its website.

**Prohibition against Bullying**

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or electronic device that is not owned, leased or used by a school district or school, and creates a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education, process or the orderly operation of a school.

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

As stated in [M.G.L. c. 71, § 370](https://www.m Gl.org/c71/sec370), nothing in this Plan requires Scituate Public Schools to staff any non-school related activities, functions, or programs.

**Definitions**

*Several of the following definitions are copied directly from [M.G.L. c. 71, § 370](https://www.m Gl.org/c71/sec370), as noted below.*

**Aggressor** is a Student Who Engages in Bullying. Cyberbullying, or Retaliation. bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying 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; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyberbullying** is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system. Including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages. If the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the
distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment:** A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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

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.

**Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

**Relationship to Other Laws**
Consistent with state and federal laws, and the policies of the Scituate Public Schools, no person 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, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents Scituate Public Schools 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.

**Hazing and Initiation**
Hazing and initiation of one student by another student or group will not be tolerated. Any form of hazing or initiation will result in a student being suspended for up to ten days. For more information on the laws regarding hazing and initiation, please refer to MGL 269 sec 17-19.

**Restraint of Students in Scituate Public Schools**
The Scituate Public Schools complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below. For more detailed information, the Massachusetts regulations regarding restraint are found at 603 CMR 46.00 et. seq. and a copy can be found on the internet at 603 CMR 46.00 or can be requested from the Superintendent.

Physical restraint is the use of bodily force to limit a student’s freedom of movement and does not include touching or holding a student without the use of force for the purpose of directing the student. The Scituate Public Schools uses a variety of physical restraint methods, including but not limited to Children’s Control Position, Team Control Position, and Transport Technique.
Chemical restraint is the administration of medication for the purpose of limiting the student’s freedom of movement.

Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement of normal function of a portion of his or her body and does not include a protective or stabilizing device ordered by a physician.

**Methods and Conditions for Implementation**

School staff may use physical restraint\(^1\) only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, 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.

Chemical and mechanical restraints\(^3\) may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion\(^4\) is prohibited.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

**Staff Training**

All school staff will receive training with respect to the district’s restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the school will identify specific staff to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

**Reporting Requirements and Follow-Up**

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the Principal or a designee. The Principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The Principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.
For students who require the frequent use of restraint because they present a high risk of frequent dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

**Seclusion**

is defined as physically confining a student alone in a room or limited space without access to school staff and does not include the use of “time out” procedures during which a staff member remains accessible to the student.

**Complaints**

A student or representative who has a complaint regarding the District's restraint practices may report the matter to the building Principal. In the event the Principal is alleged to have engaged in improper restraint practices, the report should be made to:

Ron Griffin, Superintendent
606 Chief Justice Cushing Highway, Scituate, MA 02066 781-545-8759

Complaints must be filed in writing within 30 school days of the event giving rise to the complaint and must include (1) a description, in as much detail as possible, of the alleged events; (2) the date and location of occurrence; and (3) all persons who have knowledge of the events (witnesses), as can be reasonably determined.

District personnel will investigate the reported events, including interviewing witnesses deemed necessary and appropriate to determine the facts relevant to the complaint. Such investigation will generally be completed and a written disposition made within twenty school days of receiving the complaint. If this time line is not met, the reason(s) for not meeting will be documented.

Employees should note that violation of this policy (i.e., the Regulations) can result in disciplinary action, subject to applicable procedural requirements. It is understood that in the event a resolution contemplated by the Scituate Public Schools involves disciplinary action against an employee, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to cease specific conduct with respect to the complainant).

If the complaint is not satisfied with an initial disposition, the grievant may appeal to the Superintendent, who can be contacted as follows:

Ron Griffin, Superintendent
Scituate Public Schools
606 Chief Justice Cushing Highway
Scituate, Massachusetts 02066 781-545-8759

Any additional information, including a copy of the aforementioned Regulations, can be obtained from the Superintendent of Schools who can be reached as stated above. A copy of these Regulations may also be obtained at http://www.doe.mass.edu/lawsregs/603cmr46.html?section=all.

**Availability of Policies and Regulations**
Rules and policies of the state, federal government and the Scituate Public Schools are available in the Main Office, and this handbook is distributed to all students. It is the responsibility of students and faculty to be aware of these policies and act accordingly. School regulations are subject to reevaluation annually.

POLICIES AND PROCEDURES

Bus Pass
Scituate Public Schools offers a fee-based transportation program for our students. The transportation fee for the 2016-2017 school year is $240 per student, with a family cap of $460. After July 15th, the cost is $265 for one student, and $485.00 per family. Based upon maximum income thresholds, you may qualify for a transportation fee waiver. Transportation applications and Waiver applications are available on the Scituate Public Schools web site, in the High School Office or in the Transportation Office. If a student has an IEP that requires specialized transportation, no fee is required.

Bus Rules
The school bus and bus stop is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a student to be transported to and from school is a privilege dependent on good behavior. Students are expected to be at the bus stop at least 5 minutes before the expected time of pickup. Buses will not wait for chronically tardy students. School administration may take away this privilege if there are violations of these rules or if students engage in any other action which jeopardizes the health and safety of those riding the bus including the driver or at the bus stop. Examples of these actions include but are not limited to: distracting the driver in any way, causing a disturbance on the bus that distracts the driver or using any electronic device that distracts the driver or contributes to the driver being distracted. Students may also be suspended from school or be assigned detention depending on the nature of the violation.

The Scituate School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee. Any student who is impeding the safe operation of the bus may be returned to school and it will be the parent’s responsibility to provide transportation.

SOURCE: MASC
CROSS REF.: JICC, Student Conduct on School Buses

Adopted: 09/08/1969 Revised: 04/26/1971
09/06/1979
04/03/1984
08/18/1987
02/14/2005
**Student Contact**
Focus and continuity are necessary for good teaching and successful learning. Parents, coaches, and employers are therefore discouraged from contacting students during the school day by telephone or text. Instead, parents are encouraged to contact or leave messages for students at the Main Office, ext. 365. Messages from parents to students will be delivered during lunch, between class periods or at the end of the school day. General announcements to all students will only be made before and after school.

**CORI Requirements**
Section 2 of Chapter 385 amends M.G.L. c. 71, § 38R, requires that all schools conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children. As your time as a potential volunteer may result in your having contact with children, all volunteers must complete a CORI Form (found on line at www.scituate.k12.ma.us). Only parents and volunteers who successfully complete the CORI Process can volunteer in our school communities during the academic year. A CORI Check is required once every three years.

- The Scituate Public Schools requires all school employees and all potential volunteers to successfully complete a CORI Check.
- Please be aware that a picture ID must accompany the CORI Form.
- The completed CORI forms will be sent to the Superintendent’s Office for processing. The Superintendent’s Office will compile a listing of all parents who clear the CORI check and send it to the child’s school.
- The Superintendent and his/her designee have sole discretion to determine whether a person has satisfied CORI requirements and may have contact with students.
- The school office will inform classroom teachers of the names of parents who have been cleared to volunteer as only parents on this list are cleared for volunteering at school.

**Corridor Passes**
Students will be required to use a standard hall pass every period during the school day. No student should be in the physical education area unless he/she is scheduled for a physical education class. Students are not allowed in the gym before, during or after school, unless supervised by an adult member of the school community. Any student in the halls without a legitimate pass will be referred to the Assistant Principal. Students must present a legitimate pass when they arrive at their destination. Hall passes will not be given during the lunch block unless there is an emergency and the Main Office is notified. Students are required to sign out and take a lanyard pass each time they leave the classroom.

**Directed Study**
Students will report to scheduled studies where a teacher will take attendance. A quiet atmosphere will be maintained. Students may be permitted to attend prearranged appointments in the School Counseling Dept. or Academic Strategies class, use the library, see the nurse, or participate in instructional tutoring. Failure to report to study will be considered cutting class.

**Field Trips**
There will be a time when classes, clubs, teams, or other groups will be taking field trips or making visits to other schools to represent Scituate Public Schools in activities. Transportation will be a school bus or commercial transportation, and all students will travel with the group unless there are specific arrangements made in advance through the office of the Principal. Since students will be representing
Scituate, it is expected that they will act and dress appropriately for the occasion and in accordance with Scituate High School’s Discipline Policy.

In the case of field trips taken during the school day, students will be given a special form to be signed by their teachers and parents. The Administration and/or the student’s teacher(s) have the right to approve or restrict a student from participating in a field trip (including overseas trips) based upon that student’s tardy, attendance, and behavioral records. It is the student’s responsibility to arrange for any class work that may be missed. Students are encouraged to obtain work in advance whenever possible. For extended field trips such as an exchange program, students must make up all work within one week after they have returned to school. Students may participate in major school-sanctioned trips of TWO days or longer only ONCE per marking period.

**Overseas Field Trips**

Parents of students participating in overseas field trips will be required to sign several forms which must be notarized. Any student who violates Scituate High School’s alcohol and drug policies will be sent home at his/her parents’ expense and will be subject to disciplinary procedures upon return. Students may be sent home for violating other discipline policies; the trip chaperones as well as the Principal and/or the Principal’s designee will make this decision.

**Fire Drills**

The school is required by state law to conduct fire drills. Instructions are posted in each room. Exit from the building should be rapid and quiet. Listen for instructions after you are outside. Students must remain with their classroom teachers throughout the drill/evacuation. Students are not allowed to use cell phones or other communication devices during the drill/evacuations. Students who do not follow instructions during a fire drill will be subject to disciplinary consequences.

**Lockdowns/“Stay Put” Orders**

The school will periodically conduct a lock down drill or issue a “stay put order”. Students are expected to follow instructions of teachers and administration. Students must remain with their classroom teachers throughout the lockdown/“stay put” order. Students are not allowed to use cell phones or other communication devices during lockdowns/“stay put” order. Students who do not follow instructions during a lockdown, lockdown drill or “stay put” order may be subject to disciplinary consequences.

**Drug Search**

The high school will periodically conduct a search of the school, including lockers and desks, for drugs and contraband. Student possessions will be searched when there is reason to believe the student is violating or has violated the law or school rules. When appropriate, the police and the use of trained animals may be used to conduct such a search. Students found intentionally interfering with a search may be subject to disciplinary consequences.

**Lost And Found**

Lost and found items (books, clothes, bags) are placed on the shelves in the cafeteria. Additional items may be held in the Main Office.

**Lunch**

Lunch and beverages are offered during designated times in the school cafeteria. All students must consume lunch, snacks and beverages in the cafeteria. No foods should be consumed in hallways or classrooms without
prior consent from the administration. Senior Privilege may include eating in the multi-purpose room when available, as well as use of the outdoor area located closest to the cafeteria during assigned lunches. Students are encouraged to make use of designated trash and recycling receptacles and to help maintain a clean environment. Students should proceed through the lunch serving lines in an orderly manner.

The Food Service Department’s focus is on food safety and providing safe choices for the well-being of all students. The goal is to produce high quality, fresh and tasty foods with nutritional integrity in a clean and sanitary setting, within the time constraints of the school schedule. In accordance with Massachusetts State regulations signs have been posted informing students to inform the staff at the point of ordering all concerns or questions related to ingredients and food allergens. The responsibility falls on the student to monitor his/her diet and prevent harmful allergic reaction. The Food Services Staff will work with students, parents and guardians to ensure that questions are answered accurately and in a timely manner. There is always a kitchen manager and a school nurse on duty if more information is required. Real time ingredient checks are the best way to ensure what products are being used in production of food for a particular day. The school is not responsible for dangers created by cross contamination in packaged foods, food preparation and the school will not be responsible for the monitoring of foods brought by other students from home. The Food Service Director works in collaboration with vendors in communicating food safety alerts and product recalls for the Scituate Public Schools. The school will make every reasonable attempt to work with the students and the family to provide safe and adequate accommodations in the cafeteria, if requested.

No Charging Policy- Student lunch’s transactions are made on a cash and carry or prepay basis. No student will be denied a lunch or permitted to go hungry. Alternative lunch options may be provided if a student account balance is in arrears. There are many options available to help support families and students. For information on the Free or Reduced Lunch Program please contact: Shaun P. Hubbard Food & Nutrition Director Scituate Public Schools 781-545-4910

Lunch Outdoors
During warmer weather, seniors may elect to eat on the picnic tables outside the main cafeteria.

Nurse
The Health Office is located next to the Superintendent’s Office on the first floor. The nurse’s office is closed during last lunch. Students in need of assistance should report to the Main Office during this time.

Whenever a student is ill, it is imperative that he/she report, to the Health Office for proper attention. If the student remains in the nurse’s office for more than 20 minutes of class time, even with a teacher’s permission, the student will be considered absent from class. Any such student will not be eligible for participation in after school athletics or activities. When a student is too ill to remain in school, parents will be requested to arrange necessary transportation home, to the family doctor or the hospital.

The nurse will immediately summon a physician, family physician if possible, or an ambulance in case of serious emergency. Parents will also be contacted in the event of an emergency situation.

Health Office services include:
- Annual vision and hearing tests.
- Health counseling, guidance and follow-up for students, parents, and teachers.
• Observation and evaluation of students’ health patterns.
• Identification of and assistance to handicapped students.
• Maintaining complete health records.
• Maintaining a healthful school community

All medication is to be given by the school nurse, and, in her absence, may be given by the Principal. Acetaminophen/ibuprofen may be dispensed with written permission on file at the discretion of the school nurse and, in her absence, by the Principal. In the case of an unexpected need for acetaminophen/ibuprofen, parents may give verbal permission to the nurse at ext. 380. For chronic health needs requiring frequent dispensation of acetaminophen/ibuprofen, a doctor’s note stating this need must be on file with the health office and updated every six weeks. Occasional and long-term medication must be delivered to the school by a parent with a physician’s letter directed to the school nurse stating the type of medication, prescribed dosage, and time to be taken.

**Policy Governing Eighteen Year Olds**

If a student is 18 years of age or older, he/she alone shall exercise the rights conveyed in the student records regulations (603 CMR 23.00), subject to the following:

• The parent may continue to exercise the rights until expressly limited by such student.
• Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record.
• Pursuant to M.G.L. c. 71, section 34E, the parent of a student may inspect the student record regardless of the student’s age.

Please note: Students must have a written request on file prior to exercising their rights to privacy as an adult. Notes excusing absences, tardiness and dismissals must be signed by an administrator. Teachers, school counselors, secretaries, and other staff members, as necessary, will receive the information.

**Religious Holy Days Policy: Testing, Social Events, Athletic Contests**

• The Scituate School Committee adopted the following policy in order to accommodate the religious needs of our students who observe religious holy days during the school year:
• No student shall be penalized because she or he was absent from school for religious observance.
• Teachers will not give tests or quizzes, nor announce forthcoming tests or quizzes, nor have programs that would place absent students at a disadvantage on religious holy days covered under this policy. Tests or quizzes shall not be administered on the day following a religious holy day covered under this policy, unless the teacher has provided notice of such test or quiz at least four days prior to the religious holy day.
• Scituate Public Schools shall consider religious holy days in the preparation of the annual school calendar, and these shall be listed on the calendar. Every effort will be made to avoid scheduling school-sponsored functions (e.g., “Back to School Nights,” concerts, plays, school photos, and athletic contests) on religious holy days.
• Any student who misses school for a recognized religious holiday will be allowed to make up work consistent with school procedures.
• Reporting Child Abuse/Neglect
The Scituate Public School recognizes a need to be aware of and sensitive to children who may be in danger. Effective learning becomes difficult for a child coping with the strain of family turmoil and basic needs which are not being met.

School personnel are in a position to notice the needs of a child and have a responsibly under law to make a report if they feel a child is in jeopardy. The goal of intervention is to strengthen family life and use available resources towards this end.

When an administrator, teacher, counselor, psychologist, nurse or social worker of the Scituate School District who, in her/his professional capacity has reasonable cause to believe that a student under the age of eighteen is suffering physical or emotional injury resulting from abuse, including sexual abuse, or from neglect, including malnutrition, as defined by M.G.L. Chapter 119, s/he becomes a mandated reporter.


School Closing
In the event of a delay of opening or an emergency closing for snow, for example, whether in the morning prior to the opening of school, or during the day because of an emergency situation, the closing will be announced on the local television and radio channels. For information regarding “No School” announcements, call 545-8759. The school calendar may be subject to change based on emergency school closings. The School Committee, in accordance with state regulations, determines all dates.

School Insurance
Optional school insurance is available to all students. A packet is available on our district web page www.scituate.k12.ma.us

School Property
All students are required to return all textbooks, library books and materials, and any other school property at the end of the school year. Students are required to reimburse the school for any lost or damaged school property. Students who fail to return school property or reimburse the school for lost or damaged property may be subject to disciplinary action and may be excluded from extracurricular events held at the end of the school year.

Valuables
The school is not responsible for lost or stolen articles. Money and other valuables should not be brought to school. Corridor lockers and Physical Education lockers should be locked with a school lock issued at the Main Office. Students must pay to replace lost locks. If students must bring valuables into school, they may bring them to the Main Office to be stored in the school safe for the day.

Visitors
All visitors, including parents, must report to the Main Office and will be required to carry a visitor’s pass. School policy prohibits student visitors during the school day, however, requests due to special circumstances will be considered by the Administration on a case-by-case basis. Advance notice must be provided. Same-day requests will be denied. Transportation is not provided.

Working Permits
In the Commonwealth of Massachusetts, every individual from fourteen to eighteen years of age who engages in work must have a working certificate. All individuals applying for a working certificate must present a birth certificate. Validated school records may be used for students of Scituate High School. A working certificate may be obtained in the Main Office.

STUDENT RESPONSIBILITIES

Attendance Policy Philosophy
The Scituate Public Schools believes that regular and punctual school attendance is critical to academic success and establishing positive lifelong work habits. Despite advances in technology, it is still impossible to adequately replicate the in-class experience for students who are absent from school. Students who are excessively absent are likely to fall behind academically, could experience school failure, and may eventually drop out of school. Parents play a critical role by ensuring their children regularly attend school.

Steps to Follow When Absent
If your child is going to be absent, please call or email the school office at (781) 545-8750 prior to 9:00AM. Parents are encouraged to call to report a child’s absence. When your child is absent, you will receive a computerized message from Blackboard Connect® confirming the absence if you have not already called your child’s absence in. Upon the child’s return to school, write a note to be presented to the main office including the date(s) of absence, reason, and the parent’s signature. Any medical documentation explaining an absence should also be submitted at this time.

PROCEDURES:
Consistent with Massachusetts General Law, Chapter 76, the Scituate School Committee has established Policy JH. Each school principal will enforce this policy as follows.
1. To be considered present for school, a student in Grades 7-12 may miss no more than two class periods in a school day. Elementary students must be present for at least ½ of the school day.
2. When a child is going to be absent from school, the parent/guardian is expected to call the school office no later than one hour after the start of the school day. If the school does not receive a phone call from the parent/guardian, the school will attempt to reach the parent/guardian through a personal phone call or other automated means.
3. In all instances where a child is absent from school for any reason, a signed note from a parent/guardian must accompany the child upon return to school. Emailed notes from a registered parent/guardian email address will meet this expectation. Registered is defined as the official parent/guardian email address listed in ASPEN. The note must indicate the date(s) and reason for the absence from school.
4. The following absences are considered excused by the Scituate Public Schools with proper documentation:
   • Short-term illness (less than 5 consecutive days) - Must be verified by a parent note/email upon return to school.
   • Long-term illness (5 or more consecutive days) - Must be verified by a note from the doctor’s office upon return to school.
   • Chronic Illness (a recurring, long-term medical illness or condition) - Must be verified by a note from the doctor’s office on file with the school nurse stating the nature of the illness/condition and its possible effect on school attendance.
• Dismissal from school by the school nurse.
• Medical appointments verified by a note from the doctor’s office.
• Bereavement - Must be verified by a parent note/email upon return to school.
• School sponsored events such as assemblies, field trips, etc.
• Court appearances – Must be verified by documentation from the court.
• Religious holidays - Must be verified by a parent note/email upon return to school.
• College or private school visits (up to two days per term for high school juniors and seniors and up to two days per year for all other students) – Must submit documentation from the school or college upon return.
• School imposed disciplinary consequences.
• Extenuating circumstances approved by the principal.

5. A student will be marked tardy to school if he/she does not report to school by the posted start of homeroom period, or by the posted start of the academic day if no homeroom is scheduled. Being tardy to school is always considered unexcused unless a note from the doctor’s office is provided upon arrival to school. Parents should attempt to schedule doctor’s appointments before or after school hours. Students tardy more than two periods in a school day (grades 7-12) will be considered absent according to Massachusetts law. Disciplinary consequences may apply for students tardy to school.

6. Early dismissal should be avoided if at all possible. The only excused dismissals would be for reasons listed in #4 above. Doctor’s appointments should be scheduled when school is not in session. If a student is dismissed early for a doctor’s appointment they must return to school the same or following day with a note from the doctor excusing the absence.

7. Family vacations are not considered excused absences. Parents are asked to schedule vacations at times when school is not in session. In the event a family vacation can only be scheduled while school is in session, the parent/guardian is asked to provide a minimum of two weeks’ notice to the principal and classroom teacher(s). Teachers are not required to provide work in advance of a planned family vacation. For school makeup policies please see below.

8. Consistent with Massachusetts General Law, when a student has reached five (5) unexcused absences in a school year, the principal, or his/her designee, will set up a meeting with the student and his/her parents in order to develop an action plan to improve attendance.

9. When a student is absent 10% or more in a marking period, even if the absences are considered excused, the principal, or his/her designee, may set up a meeting with the student and his/her parents in order to develop an action plan to improve attendance. As part of this plan, additional documentation may be required to explain excessive absences.

Make-up Work Policy: No student shall be unduly penalized for excused absences that occur as a result of reasons listed in #4 above. Elementary (K-6) and secondary (7-12) schools will establish their own developmentally appropriate policy for making up school work due to excused and unexcused absences. These policies can be found in each school’s online student handbook.

Student Absence Notification Program
Each Principal 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 shall meet with any student, and that student’s parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, 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 nonprofit agencies.

**Dropout Prevention**
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 timeframe. The timeframe 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 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.

**SOURCE:** MASC

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Students should ask all teachers for make-up assignments. Obtaining missing work and assignments directly from classroom teachers is a student responsibility. Grades will reflect assignments that are not made up as a result of absences, regardless of whether or not the absences count toward loss of credit. Each student is responsible for seeing that make-up work is completed. Makeup work must be completed in a timely manner at the discretion of the classroom teacher. The general policy for make-up work is one day per day of absence. It must be emphasized that it is the student’s responsibility to monitor his/her attendance and to remain aware of the number of absences accumulated. It is the student’s responsibility to present documentation, if possible, for absences that are to be excused for the purpose of earning course credit. This documentation must be provided by the student upon return to school.

**Attendance/Loss of Credit Policy and Procedures**

Scituate High School has adopted an attendance policy that encourages all students to attend a minimum of 90% of the sessions in each course each term to be eligible to receive credit for that course during a particular term. This means that the maximum number of unexcused absences a student can accrue during any marking term for any course is four (4). (Exception: Fourth term for seniors, three (3) absences is the maximum number.)
A student will have 1.00 credit withheld at the end of the year (or semester in the case of a semester course) for each quarter in which a student exceeds the number of unexcused absences allowed. It is important to understand that behind every “no credit” grade, there is an actual letter grade (i.e., D, C-, B+, etc.) in that particular course. The earned grade will appear on the term report card in the comment section and will be the grade issued in averaging the final year (semester) grade. If the final grade is a passing grade, the student will be considered to have fulfilled the requirement for graduation in that particular department, but the credits awarded may be less than is required by department. It may be necessary for a student to enroll in extra courses to make up credits lost due to poor attendance.

**Appealing Loss of Credit**

A written appeal by a parent may be submitted to the Principal upon receipt of a loss of credit letter and/or a term report card. All letters of appeal must be accompanied by documentation. Students and parents must be aware that any number of absences due to class cuts will be considered when making eligibility determinations regarding attendance waivers.

**Class Cuts**

Students who cut class will receive a zero grade on any work missed on the day of the cut. Make-ups will not be allowed. In addition, students may face disciplinary consequences as outlined in the Student Accountability section of this handbook.

**Skip Days**

Parents may not give their son/daughter permission to skip school. Any student found in violation of this rule will be considered truant. Massachusetts General Law Chapter 76, Section 2, clearly states a parent’s responsibility to ensure a student’s regular school attendance.

**Vacation Policy**

It is most important for students to establish and maintain good attendance in school. When a student is absent from class, he/she loses ground by missing out on the teacher’s lesson and class discussions. Therefore, the high school administration strongly advises the parents to schedule their family vacations to coincide with the school vacations.

- The parent/guardian must notify the administration, in writing, of the planned family vacation two weeks in advance.
- It will be the teacher’s prerogative to give homework and class assignments in advance to students who will be on vacation during school time.
- The student is responsible for all missed work. All assignments (including tests & quizzes) must be made up within one week after the student has returned to school.
- The teachers are not required to give tutorial assistance to students who have missed class time due to a family vacation.
- Vacations taken independently by students (i.e. not family vacation) will not be approved and all absences will be considered unexcused.
- Special exceptions to the vacation policy regarding independent student vacations may be granted at the discretion of the high school administration. Any request for an exception must be made in writing and submitted at least two weeks in advance.

**Dismissal Policy and Procedures**
Every attempt should be made to schedule appointments after school hours. A written request for dismissal from the parent/guardian must be brought into the Main Office on the morning of the dismissal. Dismissal notes may be verified by phone call to a parent/guardian. The dismissal policy is as follows:

- The request must contain the following information: Name, date, time to be excused, destination, reason for dismissal, estimated time of return, and a telephone number where a parent/guardian can be reached.
- All students are required to sign out at the Main Office before being dismissed and leave the building immediately thereafter. Any student who leaves the school building without signing out at the Main Office will face disciplinary consequences regardless of whether or not they did so with parental permission.
- If a student is returning to school, he/she must sign back in at the Main Office.
- A dismissal with more than 20 minutes remaining in the class will result in the student being marked absent for that class.
- The administration reserves the right to refuse permission for any requested dismissal whose reason is deemed unacceptable.

Dismissals, even with parental permission, do not excuse a student’s absence from class unless aforementioned criteria for excused absences are met and proper documentation is provided.

Students who have been dismissed early will not be allowed to participate in co-curricular activities or school-sponsored events that day, unless they have received permission from the high school Principal or designee.

Students who regularly request dismissals during study hall or do not use study hall for academic gain will be scheduled for an additional class for the following semester. This will carry over from spring to fall semester.

**Tardiness Policy and Procedures**

All students must report to the Main Office immediately upon entering the building when tardy. Students are considered tardy if they are not in homeroom by 7:45 am which is the beginning of the school day.

**Tardy to School**

The only acceptable excuses for tardiness to school are medical reasons, disability related tardiness, family emergencies, and extreme weather conditions. Such circumstances must be documented in a note from a parent/guardian submitted to the Main Office upon a student’s late arrival to school. Please note that all tardy students should arrive with a note from a parent or guardian stating the reason for the tardiness and the time of arrival even if the tardy is not to be excused.

The consequences for unexcused tardiness to school in a given term are as follows:

- Third Tardy: Attendance Warning
- Fifth Tardy: Office Detention
- Every third tardy afterwards: Saturday School Detention

It must be emphasized that it is the student’s responsibility to monitor his/her attendance and to remain aware of the number of tardies accumulated.

**Tardy to Class**

Students tardy to class must present a signed pass to the teacher. Students without a pass will be considered tardy unexcused. Students who are tardy for more than 20 minutes of the class period will be
considered absent from the class. The consequences for tardiness to each class in a given term are as follows:

- Teachers are encouraged to assign after-school detentions to those students tardy to class.
- Excessive tardiness to class shall be reported to the Assistant Principal who will assign Saturday School detention as necessary.

STUDENT ACCOUNTABILITY

Scituate High Philosophy of Discipline

Scituate High School prides itself on maintaining an atmosphere in which all members of the community are treated with respect, and thoughtful, civil behavior is the norm. The purpose of this Discipline Code is to maintain this atmosphere by promoting self-discipline and an ability to behave appropriately and responsibly in school. School personnel are committed to ensure compliance with this code in a fair, consistent, and judicious manner.

Respect in Our School Community

Respect is fundamental to a positive school climate. The atmosphere at Scituate High School should be characterized by conduct in which individuals respect themselves, staff and property. Mutual respect should be shown between students and staff. Pride in one’s self and the school community should be displayed by respecting the physical site and educational materials.

Respect includes such behaviors as following the directives of teachers, administrators, and staff; refraining from the use of inappropriate language, hateful speech, and degrading remarks; and promoting a safe, healthy school environment. Because we seek to prepare students for a world in which respectful behavior is of high value, we seek to create a positive environment where teachers come prepared to teach and students come ready to learn.

Disrespectful behavior diminishes us all, and those who ignore such behavior are, in fact, giving approval by their silence.

Important Note on Issues of Safety

Drugs are absolutely and completely forbidden at Scituate High School. The term “drugs” includes tobacco, alcohol, and controlled substances.

Pursuant to M.G.L. c.71 s.37H, the use of tobacco products within school buildings, school facilities or on the school grounds or school buses by any individual, including school personnel, is prohibited.

Students in possession of controlled substances on school grounds may be expelled from school, pursuant to M.G.L. c.71 s. 37H.

In addition to possession of a controlled substance, the sale, use and distribution of controlled substances are also forbidden, as is the possession of drug paraphernalia.
Weapons of any kind are prohibited, and a student in possession of a weapon may be expelled, pursuant to M.G.L. c.71 s. 37H.

Theft will not be tolerated, and those caught stealing will be dealt with seriously. Any student involved in stealing will be suspended.

Physical violence of any kind is prohibited. Physical, verbal, or sexual harassment in any form will not be tolerated. Any student involved in violence or harassment will be suspended or referred for an expulsion hearing.

Anyone whose behavior on school grounds or at related events is deemed aggressive or threatening to the safety of others will be asked to leave. If such person or persons do not comply, the police will be notified immediately.

**Discipline Code**
The Discipline Code divides unacceptable behavior into three categories. The first covers academic behavior, the second covers offenses of a generally social or behavioral nature, and the third covers the most serious offenses, which may involve legal as well as school consequences.

The Discipline Code is not meant to describe all possible areas of behavior. If students behave in a way that is inappropriate or irresponsible, they will be assigned consequences commensurate to their actions. Even if not specifically cited here, any behavior that is disruptive to the school, disrespectful to individuals or groups, or malicious in nature will result in disciplinary consequences. Please refer to the appendix for a list of infractions and the associated consequences, keeping in mind that while the list is long, punishable offenses are not limited to those listed. The District reserves the right, at its sole discretion, to increase, decrease or modify consequences or penalties in individual cases as appropriate.

**Definitions**

**Teacher Detention**
Student’s assigned detention by a teacher are expected to stay after school for a period of time designated by the teacher. Office detention will be assigned for those failing to report. All school rules are in effect during afternoon detention, including, but not limited to: no hats, no electronic devices, no talking, no sleeping, and no food or drink except bottled water.

**Office Detention**
Students assigned detention are expected to stay after school for 45 minutes. Detention time will be doubled for those failing to report. The next step may include Saturday school or suspension. All school rules are in effect during afternoon detention, including, but not limited to: no hats, no electronic devices, no talking, no sleeping, and no food or drink except bottled water.

**Saturday Detention**
For certain offenses, students may be assigned a detention to be served on Saturday morning at the high school in a designated area. Detention will be two hours in duration. Failure to attend Saturday detention will result in a one day out of school suspension. All school rules are in effect during Saturday detention,
including, but not limited to: no hats, no electronic devices, no talking, no sleeping, and no food or drink except bottled water.

**Work Service**
For certain offenses, students will be offered the opportunity to perform work service within the school and/or the community in lieu of detention or suspension.

**Expulsion**
Expulsion is provided for under Massachusetts law in one of three ways:
- **Mass. Gen. Laws ch.71 sect. 37H** provides for long-term suspension or expulsion for controlled substances, weapons and assaults on school staff (M.G.L. c. 71 s. 37H is discussed at length later in this handbook.)
- **Mass. Gen. Laws Ch. 71, 37H 1/2** provides that students can be excluded from school for being charged with a felony or can be expelled upon being convicted of a felony or upon a adjudication or admission in court of guilt with respect to such a felony or felony delinquency if the student’s continued presence would pose a substantial disruption to the school community; and
- **M.G.L. c.76 s.17** states that a school committee cannot permanently exclude a student from the public schools for alleged misconduct without first giving him and his parent or guardian an opportunity to be heard.

**Consequences for Infractions**
SHS students have traditionally had the privilege of making many decisions. With this privilege goes the responsibility for behaving thoughtfully, as well as for understanding school rules and the possible consequences for violating them. The consequences for infractions of school rules include the following range of responses:
- Teacher Detention
- Office Detention
- Saturday Detention
- Work Service (with expressed student/parent approval)
- Revocation of driving and or parking privileges
- Exclusion from athletic events and extra-curricular activities
- Suspension
- Expulsion Other, as appropriate

Under ordinary circumstances, consequences are progressive in nature. That is, second offenses are generally treated more harshly than first offenses. If a student continually violates a school rule or other circumstances warrant, the administration may take more serious action than is specifically prescribed in this Code. Students have a right to expect that disciplinary decisions will be treated with discretion.

The Discipline Code is not meant to describe all possible areas of misbehavior. If students behave in a way that is inappropriate or irresponsible, they will receive a penalty that is in keeping with their actions. Even if not specifically cited here, behavior which is disruptive to the school or malicious towards others will result in disciplinary consequences.

**Disciplinary Suspension and Due Process**
LEGAL REF.: M.G.L. 71:37, 71:37H½; 76:17
Adopted: 02/14/2005
Suspension of More than Ten Days and Expulsion Procedure
If the conduct of a student warrants a suspension of more than 10 days or expulsion from the school, a fair hearing for the student and his/her parent will be held prior to the student being permanently excluded for the alleged misconduct.

Procedural rights for a student facing expulsion include:
- Written notice of the charges
- The right to be represented by an attorney or advocate (at the student’s expense)
- The right to present evidence and witnesses
- Adequate time to prepare for the hearing
- Reasonably prompt, written decision including specific grounds for the decision

An expelled student can appeal an expulsion decision pursuant to the procedures set forth by law.

LEGAL POLICIES /DUE PROCESS

Respect is at the heart of Scituate Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Scituate Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Scituate Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Eligibility to Participate in School Activities and Events
Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive
and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Scituate Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Scituate Public Schools is limited to students who are currently enrolled in and attending Scituate Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student’s removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H §4 (Principal’s Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

Suspensions

The Scituate Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H §4 and 603 CMR 53.00

In School Suspension Procedures:
A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension. 603 CMR 53.06
A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. 603 CMR 53.10

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:
The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding
ten (10) days, consecutively or cumulatively during a school year.

Out of School Suspension Procedures

**Due Process Procedures for Out-of-School Suspensions:**

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

**Notice for Any Out-of-School Suspension:**

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey or by other means of communication where appropriate.

Please Visit: 603 CMR 53.06

**Emergency Removal of Student:**

Please Visit: 603 CMR 53.07

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

Short Term Suspension Procedures

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

**Principal Hearing - Short-term Suspension:**

Please Visit Principal Hearing - Short-term Suspension:

The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

**No Right to Appeal:**

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.
Long Term Suspension Procedures:

Please Visit:
Massachusetts General Laws Chapter 71, §37 H, Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

**Principal Hearing - Long-term Suspension:**

Please Visit: [Principal Hearing](#)

**Superintendent's Appeal Hearing:**

Please Visit: [Superintendent Appeal](#)

The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student’s misconduct and to assist the student in re-engaging with the school community.

**Exclusion/Expulsion:**

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for exclusion or expulsion include but are not limited to the following:

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

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

Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal
may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.

Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.

Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

FELONY COMPLAINT OR CONVICTION:

The following procedures shall be implemented for students charged with or convicted of a felony:
Please visit Massachusetts General Laws Chapter 37 H ½.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS

Please visit 37H, 37H1/2 AND 37H3/4:

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:
The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent’s Office located at 10 Driftway, Scituate, MA.

Offenses to the Discipline Code
The Disciplinary Code is not meant to describe all possible areas of behavior. If students behave in a way that is inappropriate or irresponsible, they will receive a consequence that is commensurate to their actions. Even if not specifically cited here, behavior that is disruptive to the school or malicious towards others will result in disciplinary consequences.

ACADEMIC BEHAVIOR

Cheating
Cheating is intolerable in an academic institution and will be dealt with seriously. Cheating involves the intentional attempt to pass off the work of others as one’s own. In addition, any student who uses an electronic communication device (i.e. cell phone, Blackberry, iPod, iPhone, etc.) for any reason during a test may be considered to be cheating and will be subject to the consequences for cheating as outlined below.
Cheating includes (but is not limited to):
1. Illicitly sharing or learning of specific questions on an exercise before it is given.
2. Illicitly sharing or obtaining information during an exercise (this includes homework), accessing information from a disk, etc.
3. Plagiarism, i.e., submitting another’s work or ideas as one’s own. This includes copying from another student’s work, from books, or from any electronic source including the Internet.
4. Stealing quizzes or tests.
5. Gaining access to student grades and altering them in any way.

Consequences Regarding Cheating (cumulative from class to class and year to year)

**1st Offense**
A. The teacher will notify the Assistant Principal who will keep a record of the event.
B. The student will receive a failing grade on the exercise.
C. The parents will be notified.
D. The student will be put on probation from elected or appointed positions for the remainder of the school year.
E. The student will be required to attend Saturday detention.

**2nd Offense** (in addition to the above)
A. The student’s grade for the quarter will be lowered at least one full letter grade. (A failing grade on the exercise may result in lowering the grade by more than one full letter grade.)
B. The student will be ineligible for awards for the duration of the school year.
C. A conference with the student, teachers, parents and Assistant Principal will be held.
D. The student will be removed from any elected or appointed positions for the remainder of the school year.
E. The student will be required to attend Saturday detention.

**3rd Offense** (In addition to the above)
A. The student will fail the course for the semester.
B. The offense may be noted on the student’s temporary record and such behavior may be reported to colleges and employers upon request.
C. The student will be required to serve a minimum of 10 hours of service to the school community not to be counted toward those required for graduation.
D. The Principal will meet with the student and parents to explain the consequences of additional offenses.

**Card Playing, Gambling, Fireworks, Littering and Snowball Throwing**
These activities are not allowed and the consequences for infractions will be determined by the administration and may range from detention to recommendation for expulsion.

**Driving Recklessly**
Students are expected to observe rules of sensible, safe driving on school grounds. If they are reported for driving recklessly, they risk losing their parking privilege for at least one month. In addition, offenses may be reported to the local police department.
Electronic Devices

Students are allowed to use electronic devices only in designated areas during study, passing and lunch. Devices should NOT be used as auditory devices…this includes headphones / and use of phones to make and receive calls.

If used outside of these perimeters, devices will be confiscated

1st Offense: Conference w/ administrator and confiscated phone released to student after school hours
2nd Offense: Parent notification and one (1) office detention.
3rd Offense: Two (2) office detentions and confiscated phone released

Subsequent offenses: disciplinary consequences will be assigned as appropriate by Assistant Principal

Presence in Unauthorized Areas

Students may not stay in unsupervised areas within the high school without a teacher’s explicit permission. These areas include but are not limited to computer rooms, gymnasiums, the auditorium, the food lab, boiler room, roof, basement and Coby Cutler Fitness Center.

Students should not be present in any area of the high school that is being utilized by other departments outside the high school. Examples of these departments are but are not limited to Recreation, Special Education, Early Childhood (exception the hallway), Business Office, Food Services, Superintendent and Assistant Superintendent.

Violations of these rules will result in an appropriate penalty as determined by the Assistant Principal.

Dress

Clothing that disrupts the learning process or that violates reasonable standards of health, safety, and cleanliness is not acceptable. This may include:

- Shoes or clothing that damage school property
- Bare midriffs, strapless, backless, see-through garments, tank tops, tops with “spaghetti straps”, halter tops, low cut blouses, tube tops and muscle shirts, short skirts or shorts (above mid-thigh) are not permitted.
- Visible undergarments
- Obscene, profane language or pictures on clothing and/or jewelry
- Pierced body parts: Teachers, at their own discretion, can ask students to remove body jewelry that is considered unsafe in any particular class or during any class activity
- Clothing that references alcohol, drugs, sex or other inappropriate messages in an academic setting is not permitted.
- Clothing that causes a disruption to the school. Students violating the SHS dress code will be asked to change or cover up. Refusal will result in being sent home for the remainder of the school day.

Hats, Hoods & Other Headgear

Hats, bandanas, sweatshirt hoods and other headgear are prohibited. These items may not be worn or otherwise visible during school hours and should be left at home or in a locked locker. (Exceptions include religious and/or health related headgear.) The consequences for wearing headgear of any kind are as follows:

- 1st Offense: Office Detention
- 2nd Offense: Office Detention
- 3rd Offense: Saturday Detention

Headgear will be held at the Main Office until detention has been served by the student.
**Leaving School Grounds**
No student is permitted to leave school grounds during the school day without written permission from a parent and approval from the Principal or assistant Principal. Students who are dismissed are expected to exit the building immediately and are not to be in the corridors during class time. Students are expected to exit from the Main Office. Students who leave school grounds (from the time they arrive) without written, parental permission and the approval of the administration will be referred to the Assistant Principal.

**ILLEGAL BEHAVIOR**
If a student commits an act which violates a state or federal law, the school may report the offense to the appropriate legal authorities. In criminal cases, the school is required to make such report. Scituate High School has a memorandum of understanding with the local police departments, which states the following as mandated reportable incidents:
- possession, use, or distribution of alcohol by a student
- distribution of an inhalant or any controlled substance
- any incident in which any individual is reasonably believed to be selling or distributing drugs or alcohol
- any incident involving intentional assault or negligent behavior that results in personal injury
- possession of a dangerous weapon, as defined by M.G.L. c. 209A
- any incident involving domestic abuse, dating violence or a violation of M.G.L. c. 209A restraining order
- any incident involving an actual or suspected hate crime or violation of civil rights
  - any incident resulting in significant damage to municipal or private property
  - any bomb threat, fire, threatened or attempted fire setting
- threatened or attempted use of an explosive device or hoax
- any creation or possession of a “hit list” of individuals targeted for violence or death
- any incident of “hazing,” involving a threatened or actual risk of physical or emotional harm to a student
- any sexual assault, rape or incident of gender-based harassment

**Mandatory Reportable Incidents** will be immediately reported to the Police Departments if such incidents:
- occurred on school property or within 1,000 foot radius of school property
  - occurred at a school-sponsored function
- occurred in a school owned or contracted bus or other vehicle
- involve a student of Scituate High School

Controlled Substances, Dangerous Weapons, and Assaults on Educational Personnel – M.G.L. chapter 71 section 37H

**Expulsion Provisions**

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

b. Any student, who assaults a Principal, assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).

Any student who has been expelled from the school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to factual determination of whether the student has violated any provisions of this section.

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

**Felony Complaints and Felony Convictions**
*Please see M.G.L. c. 71 s. 37H1/2*

**Theft**

As it is an affront to our core values, theft will be dealt with extremely seriously, to the fullest extent allowable under this Discipline Code. Theft includes anything stolen from vehicles parked on school property. Thefts may be reported to the local police.

In cases in which such theft takes place outside the boundaries of the Scituate High School campus, the school administration reserves the right to issue consequences as though they had occurred on campus if, and only if, the school administrator(s) deems that the theft in question was connected to school and the conduct results in the issuance of a criminal complaint charging a student with a felony and/or upon the issuance of a felony delinquency complaint, pursuant to M.G.L. ch. 71. 37H1/2. Such consequences will be independent from any criminal charges brought against the student(s).

Consequences for theft include: a period of suspension, payment of restitution, and may include loss of in-school free time. Subsequent offenses may result in exclusion from the SHS community.

**PREVENTING THEFT IS THE BEST DEFENSE AGAINST IT**

Thefts hurt the whole community. Preventing theft and reporting it is everyone’s responsibility. Currently, many of the thefts at SHS occur in the locker rooms. In order to ensure that possessions are safe on school property, the following is recommended:

- Do not bring unnecessary cash or valuables to school.
- Either lock up your belongings, or carry them with you.
- Ask coaches to lock up valuables, for extra protection, if necessary.
- Make every effort to look out for one another. If you witness a theft, report it.
• Faculty, coaches and staff members are concerned about theft, and will continue to supervise areas as well as possible.
• Theft report forms are available in the Main Office.

Arson and Pulling Fire Alarms
Pulling fire alarms and arson are violations of state laws. If students set a fire or pull an alarm, the school will file a court complaint against them in addition to imposing a suspension of up to ten days. If a second offense is committed, the school administration will recommend that the student be expelled from school.

SHS Substance Abuse Prevention Policy and Disciplinary Consequences

PHILOSOPHY
Drug and alcohol use by students poses a serious threat not only to their own well-being, but also to the well-being of the school system. Drugs and alcohol have no place in an educational environment where the goals are learning and growth, and they will not be tolerated during school hours or on school property or at any school-sponsored activity or event. Students are strictly prohibited from actions involving drugs and alcohol during school hours or on school property or at any school-sponsored activity or event.

For the purposes of this policy alcohol and drugs include not only alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including but not limited to marijuana, cocaine and heroin), but also restricted drugs such as prescription or over-the-counter drugs which are misused; steroids; and products misused for the purpose of mind altering effects (e.g., solvents, salvia, etc.)

The Scituate High School community is dedicated to providing a safe, healthy, productive learning environment free from alcohol, tobacco, and controlled substances (as defined above). Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement, and organizations concerned with the healthy development of all students.

Scituate Public Schools is committed to providing a drug and alcohol-free learning environment. Drug and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threaten the health and safety of our students, and adversely affect the educational mission of the school corporation.

For these reasons, the unlawful manufacture, distribution, possession, use, or being under the influence of illicit drugs, alcohol or other controlled substances, or possession of paraphernalia, on school premises or as part of any school-sponsored activities is strictly prohibited.

Disciplinary sanctions (in accordance with state and federal laws) will be imposed on students who violate the standards of conduct set forth in this policy. The following factors will be considered in determining sanctions:

• The potential harm of the specific drug itself, the physical hazard posed by it, and its tendency to create addiction.
• The degree and kind of involvement with drugs evidenced by the activities of the student offender; the number of other students affected by him/her; and his/her possible profit motive.
• The number of times the student has been disciplined previously for conduct involving drugs.
• The overall disciplinary record of the student.
• The student’s willingness and desire to participate in an approved substance-abuse program or to seek help from professionals, organizations, or other individuals qualified to provide services.

LEGAL REF.:  M.G.L. 272:40A

Adopted: 02/14/2005

ABUSE PREVENTION POLICY
All Scituate High students shall not, regardless of the quantity, possess, use, consume, buy, sell, or give away alcohol, marijuana or illegal drugs or any controlled substance. This includes products such as "NA" or "near beer". Further, any student has voluntarily been in the presence of or voluntarily attended a function where drugs and/or alcohol are being used illegally may be subject to this policy. This policy is in effect for ALL students during the school year on or off campus, from the beginning of the athletic pre-season in August, to the last day of school or tournament play, whichever ends latest.

This policy does not to extend beyond common sense to innocent attendance and law-abiding participation at an event such as a religious service or a wedding/wedding reception.

Infractions

Any student whose behavior becomes subject to the SHS Substance Abuse Prevention Policy may expect any of the following:

• If the offense occurred during the school year on or off campus, from the beginning of the athletic pre-season in August, to the last day of school or tournament play, whichever ends latest the student may expect
• The student will be referred to the Student Assistance Program.
• The student may be assigned appropriate disciplinary consequences.
• The student may lose privileges and/or be banned from participation in school-sponsored extracurricular activities.

Disciplinary Consequences
If the offense occurred on school grounds or during a school sponsored or sanctioned event off school grounds the following discipline may result:

The use, possession, in the presence of, or sale/distribution of alcoholic beverages or controlled substances is forbidden by school policy and/or state law. Violations of these regulations may result in the following sanctions which are cumulative from year to year.

ALCOHOL (use, possession, sale, intended sale or distribution or knowingly or willfully being in the presence of alcohol at school or any school-sponsored event)

1st Offense
• Notification of parents
• Mandatory parental conference
• Five to ten days suspension with the possible recommendation for additional days
• Mandatory attendance and positive participation in six (6) after school counseling sessions with
School Adjustment Counselor

- Restriction from all school sponsored social events on or off campus for period of 18 school weeks.
- Loss of parking privileges without reimbursement for 18 school weeks.
- Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement).
- Participation in graduation ceremonies may be withheld at the Principal’s discretion (Pertinent circumstances surrounding the incident, including, but not exclusive to previous behaviors will be considered.)
- School-related service may be required
- Student must relinquish any elected or appointed positions (After a period of 18 weeks, students may request a review of this sanction by the Principal.)

**2nd Offense**

- Notification of parents
- Suspension from school for ten days with a possible recommendation for additional days
- Extension of restriction from all school sponsored social events on or off campus for a calendar year
- Loss of parking privileges without reimbursement.
- Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor
- Participation in graduation ceremonies may be withheld at the Principal’s discretion
- Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement)
- The school will suggest that the student provide documented completion of an approved counseling/rehab program
- Parents may be asked to complete advisory sessions with a member of the high school’s counseling staff as determined by administration
- Student must relinquish any elected or appointed position.

**3rd Offense**

- All consequences listed above
- Recommendation for expulsion hearing

**CONTROLLED SUBSTANCES AND PARAPHERNALIA** (use, possession, sale, intended sale or knowingly or willfully being in the presence of a controlled substance)

**Any Offense May Include:**

Notification of parents

- Five to ten days suspension with the possible recommendation for additional days
- Mandatory long term suspension and/or expulsion hearing (See Educational Reform Law)
- Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor
- Referral for substance abuse treatment
- Notification of police
- Loss of parking privileges for 18 school weeks without reimbursement
- Restricted from all school sponsored social events on or off campus or co-curricular activities for a minimum of 18 school weeks and possible recommendation for additional time.
• Parents may be asked to complete advisory sessions with a member of the high school’s counseling staff as determined by administration
• Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement)
• Participation in graduation may be withheld at Principal’s discretion
• School related service may be required
• Student must relinquish any elected or appointed positions (After a period of 18 weeks, students may request a review of this sanction by the Principal.)

If a teacher determines that a student has a strong, identifiable odor of marijuana on his/her person or clothing, the student will be asked to report to an assistant Principal and may be referred to the school nurse. The student will be questioned by the administration as to the source of the odor. Any follow-up action will depend on the outcome of the investigation.

TOBACCO A student shall not, regardless of the quantity, use, possess, buy/sell, or give away any tobacco product (including e-cigarettes and vaporizers).

1st Offense
• Notification of parents
• Mandatory parental conference
• Five to ten days suspension with the possible recommendation for additional days
• Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor or seven (7) in-school nicotine cessation support group sessions for vaping.
• Restriction from all school sponsored social events on or off campus for period of 18 school weeks.
• Loss of parking privileges without reimbursement for 18 school weeks.
• Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement).
• Participation in graduation ceremonies may be withheld at the Principal’s discretion (Pertinent circumstances surrounding the incident, including, but not exclusive to previous behaviors will be considered.)
• School-related service may be required
• Student must relinquish any elected or appointed positions (After a period of 18 weeks, students may request a review of this sanction by the Principal.)
• Parents may be asked to complete advisory sessions with a member of the high school’s counseling staff, or representative from Scituate FACTs, or a community-based counselor, as determined by administration.
• Student must relinquish any elected or appointed position (After a period of 18 weeks, students may request a review of this sanction by the Principal.)

2nd Offense
• Notification of parents
• Suspension from school for ten days with a possible recommendation for additional days
• Extension of restriction from all school sponsored social events on or off campus for a calendar year
• Loss of parking privileges without reimbursement.
• Mandatory attendance and positive participation in six (6) after school counseling sessions with School Adjustment Counselor
• Participation in graduation ceremonies may be withheld at the Principal’s discretion
• Student is required to develop a contract with the building Principal or his/her designee to perform twenty-five (25) hours of school-related service beyond the school day (not to be counted toward the graduation requirement)
• The school will suggest that the student provide documented completion of an approved counseling/rehab program
• Parents may be asked to complete advisory sessions with a member of the high school’s counseling staff, or representative from Scituate FACTs, as determined by administration.
• Student must relinquish any elected or appointed position.

3rd Offense
• All consequences listed above
• Recommendation for expulsion hearing (After a period of 18 weeks, students may request a review of this sanction by the Principal.)

Procedures
The following consequences escalate for one school year. Infractions shall not carry over from one school year to the next. Each student shall receive a fresh start with each new school year.

1st offense--will result in 4 consecutive detentions. If a detention is missed, a one day suspension or 10 hours after school building cleanup will be assigned. A voluntary smoking cessation class will be offered. Implementation of these consequences will be based on specific circumstances and individual students in compliance with each school’s established procedures.

2nd offense--will result in a two-day suspension or 20 hours of after school service to be completed within 2 weeks.

3rd offense--will result in a three-day suspension or one-day suspension with completion of a designated smoking cessation program.

4th offense--will result in a five-day suspension or a two-day suspension with completion of a designated smoking cessation program.

5th offense--will result in a recommendation for expulsion for insubordination. SOURCE: MASC

LEGAL REF: M.G.L 71:37H
Adopted: 12/04/1972 Revised: 09/06/1979 02/14/2005

Fighting
Fighting, or any form of violence, is expressly forbidden at Scituate High School. If students are involved in a fight, they will be immediately removed from school, and will be suspended for a minimum of five days, and may be suspended indefinitely pending an expulsion hearing. The punishment given will depend on the circumstances surrounding the fight. In general, each party involved in a fight will be treated equally, because of the difficulty of determining whether one student is more responsible than another. In cases where fights take place off campus, the administration reserves the right to issue consequences as though the infraction
had occurred in school if it is deemed that the fight was clearly connected to school, disrupts the school community or could pose a threat to the safety or welfare of students while in school.

**Vandalism**

If students vandalize school or personal property anywhere on the school campus, they will face disciplinary consequences and will be expected to pay for the damage. Writing on walls or other surfaces and defacing property are considered acts of vandalism. In cases in which such vandalism takes place outside the boundaries of the SHS campus, the school administration reserves the right to punish such instances as though they had occurred on campus if, and only if the administration deems that the vandalism in question was connected to school. Such consequences will be independent from any criminal charges brought against the student(s).

The Scituate School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

**Appropriate Social Behavior at School and School Activities**

Students are expected to behave appropriately at the bus stop, on school buses, at sporting events (home and away) and at any school activities. The penalties for misconduct are the same as during school hours. In addition, misbehavior at a school-sponsored activity may result in privileges being revoked.

Students and parents should be aware that breathalyzer tests may be administered at any dance, extra-curricular activity, or athletic event. Additionally, students and parents should be aware that breathalyzer tests may be administered at school for any student reasonably suspected of being intoxicated. Students who refuse to take a breathalyzer test will be removed from the dance or activity and released to a parent. The school may impose appropriate disciplinary action.

**Inappropriate Classroom and Corridor Behavior**

Students are expected to refrain from inappropriate behavior such as yelling, disrupting a class, knocking on a door or window, littering, throwing objects, playing music, pitching coins, writing on desks, etc. Language and behavior in hallways, open spaces, and classrooms should be civil and respectful. Only water in manufacturer’s clear recyclable/disposable bottle, Nalgene or sport bottles is permitted outside of the cafeteria.

**Cafeteria Behavior**

Lunch and beverages are offered during designated times in the school cafeteria. All students must consume lunch, snacks and beverages in the assigned areas. No foods should be consumed in hallways or classrooms. Seniors may use the outdoor area located closest to the cafeteria and the high tops on the second floor during assigned lunches.
Students are to make use of designated trash and recycling receptacles and to help maintain a clean environment. Students should proceed through the lunch serving lines in an orderly manner.

Students are expected to behave appropriately in the cafeteria and to clean the table after eating. If students behave inappropriately, they risk consequences ranging from clean up detail to temporary exclusion from the cafeteria and, in serious situations, suspension from school. Students are expected to report directly to the cafeteria when dismissed for lunch. If you have special circumstances regarding lunch, you must check with the lunch room administrator. When passing to the cafeteria, many classes are in session. Please be courteous and respectful to those students that are in class.

**Theft is not tolerated; students caught stealing will face disciplinary consequences.**

Student Account Numbers are specific to that individual and should not be used by another person. Please report all lost or stolen identification cards to the main office in a timely manner.

**Student Responsible Use Guidelines for Technology**
The Scituate Public School District makes a variety of communication and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence by facilitating resource sharing innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students and employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

**Mandatory Review:**
To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District’s Student Responsible Use Guidelines for Technology (hereinafter referred to as the Responsible Use Guidelines as part of their review of the **Student Code of Conduct** in our handbook.

**Definition of District Technology System:**
The District’s computer systems and network are any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts;
- Servers
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, email, digital images, and video and audio files;
- Internally or externally accessed databases, applications, or tools (Internet- or District-server based);
- District-provided internet access;
- District-filtered public WiFi;
- New technologies
- Availability of Access
**Acceptable Use:**
Computer/Network/Internet access will be used to enhance learning consistent with the District’s educational goals. The District requires legal, ethical and appropriate computer/network/Internet use.

**Privilege:** Access to the District’s computer/network/Internet is a privilege, not a right.

**Access to Computer/Network/Internet:**
Access to the District’s electronic communications system, including the Internet, shall be made available to students for instructional purposes. Each District computer and public Wi-Fi (available for students who bring their own personal telecommunication devices) has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

**Student Access:**
Computer/Network/Internet access is provided to all students unless parents or guardians request in writing to the building principal that access be denied. Student Internet access will be under the direction and guidance of a District staff member. Students may also be allowed to use the local network and public Wi-Fi with campus permission.

**Students 13 or younger:**
For students under the age of 13, the Children’s Online Privacy Protection Act (COPPA) requires additional parental permission for educational software tools. Parents wishing to deny access to these educational tools must do so in writing to the building principal indicating their child should be denied access to these tools.

**Guest Access:**
Public access to the Scituate Public Schools’ wireless Internet is allowed as a public service. All guests accessing the wireless network must abide by these Responsible Use Guidelines and agree to these guidelines prior to accessing the Internet.

**Use of Personal Telecommunication Devices:**
The District believes technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The District’s goal is to increase student access to digital tools and facilitate immediate access to technology-based information, much the way that students utilize pen and paper. To this end, the District will open a filtered, wireless network through which students in specific age groups will be able to connect privately owned (personal) telecommunication devices. **Students using personal telecommunication devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Scituate Public School’s network.**

**Scituate High School**
Students are allowed to bring personal telecommunication devices (laptops, tablets, smart phones, etc.) that can access the Internet for educational purposes as determined by the classroom teacher. Students will be allowed to use the device between classes and in the cafeteria setting in a digitally responsible manner.
Security:
A student who gains access to any inappropriate or harmful material is expected to discontinue the access immediately and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Responsible Use Guidelines may be denied access to the District’s system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school’s electronic environment will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

Content/Third-Party Supplied Information:
Students and parents with access to the District’s system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring:
All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the computer system will be treated no differently than any other electronic file. The District reserves the right to access, review, and copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Responsible Use Guidelines have been violated.

Student Computer/Network/Internet Responsibilities
District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

Use of Social Networking/Digital Tools:
Students may participate in District-approved social media learning environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and on-line meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other District-approved digital tools. The Code of Conduct extends to the use of any District-approved social media learning environment, including, but not limited to, the District’s policies on bullying, hazing and harassment.

Use of System Resources:
Students are asked to purge email or outdated files on a regular basis.

Password Confidentiality:
Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person’s system account.
**Reporting Security Problem:**
If knowledge of inappropriate material or a security problem on the computer/network/Internet is identified, the student shall immediately notify the supervising staff member. The security problem should not be shared with others.

**Guidelines**

**The following guidelines must be adhered to by students using a personally-owned telecommunication device at school:**
Internet access is filtered by the District on personal telecommunication devices in the same manner as District-owned equipment. If network access is needed, connection to the filtered, wireless network provided by the District is required. Students are **not** allowed to access the Internet via other means, such as via hot spots, while on school property.

**These devices are the sole responsibility of the student owner.**
The campus or District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged, or stolen and only limited time or resources will be spent trying to locate stolen or lost items. These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including school buses.

Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student’s personal telecommunication device.

Telecommunication devices will **not** be used as a factor in grading or assessing student work. Students who do not have access to personal telecommunication devices will be provided with comparable District-owned equipment or given similar assignments that do not require access to electronic devices.

Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups. School administrators and staff members have the right to prohibit use of devices at certain times or during designated activities that occur during the school day. An appropriately-trained administrator may examine a student’s personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

**Inappropriate Use**
Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the student’s access to the computer/network/Internet.

**Violations of Law:**
Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:
- threatening, harassing, bullying, defamatory or obscene material;
- participating in any communications that facilitate the illegal sale or use of drugs or alcohol; that facilitate criminal gang activity; or that facilitate gambling;
- copyrighted material;
- plagiarized material;
• material protected by trade secret; or
• Blog posts, Web posts, or discussion forum/replies posted to the Internet which violates federal or state law.

Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Modification of Computer: Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited.

Transmitting Confidential Information:
Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself such as, but not limited to, home addresses, phone numbers, email addresses, birthdates or of others is prohibited.

Commercial Use:
Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal is prohibited.

Marketing by Non-SPS District Organizations:
Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief:
Any malicious attempt to harm or destroy District equipment, materials or data; or the malicious attempt to harm or destroy data of another user of the District’s system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above is prohibited and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences.

Intellectual Property:
Students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others’ materials without appropriate authorization is not allowed.

Copyright Violations:
Downloading or using copyrighted information without following approved District procedures is prohibited.

Plagiarism:
Fraudulently altering or copying documents or files authored by another individual is prohibited.
**Cheating:**
Using technology to obtain an unfair academic advantage over other students, or using another student’s work without the expressed permission of the student(s) and the classroom teacher. Students who use technology in this manner are subject to revocation of all technology use privileges, as well as academic and disciplinary consequences consistent with the *Code of Conduct*.

**Impersonation:**
Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student’s access to computer/network/Internet, as well as possible other consequences.

**Illegally Accessing or Hacking Violations:**
Intentional or unauthorized access or attempted access of any portion of the District’s computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

**File/Data Violations:**
Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

**System Interference/Alteration:**
Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

**Email and Communication Tools**
Email and other digital communication tools such as, but not limited to social media sites, blogs and wikis, are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs.

All students in grades 7-12 will be issued email accounts. Students should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations. Email attachments are limited to 2MB or smaller. Internet access to personal email accounts is not allowed while on school property or participating in school-related activities. Students should keep the following points in mind:

**Perceived Representation:**
Using school-related email addresses, blogs, wikis, and other communication tools might cause some recipients or other readers of the email to assume that the student’s comments represent the District or school, whether or not that was the student’s intention.

**Privacy:**
Email, blogs, wikis, and other communication within these tools should not be considered a personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the bcc feature.

**Inappropriate Language:**
Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, harassing, bullying, or disrespectful language in emails blogs, wikis, or other communication tools is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.
Political Lobbying:
District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

Forgery:
Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person’s user ID and/or password is prohibited.

Junk Mail/Chain Letters:
Generally students should refrain from forwarding emails which do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

Student Email Accounts and Electronic Communication Tools
Electronic communication is an important skill for 21st Century students. By providing email accounts, the District is equipping students with a necessary communication tool and a means to expand learning beyond the walls of the classroom. Students in grades 7 - 12 are given access to a District-issued student email account. Students must abide by the guidelines established. Student email accounts will be available for use by students in grades 7-12 while they are currently enrolled in the District.

Email accounts will be deleted thirty (30) days after graduation or withdrawal from the Scituate Public Schools. Parents wishing to deny access to District email must do so in writing to the building principal. As appropriate, project email accounts may be granted for educational activities for students in grades K - 6 at the request of the classroom teacher. Student email accounts may be provided directly by the District, through the content management system of an approved online course, or through a District-approved provider.

Consequences of Agreement Violation
Any attempt to violate the provisions of this agreement may result in revocation of the student’s access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

Denial, Revocation, or Suspension of Access Privileges:
With just cause, the System Administrator and/or building principal, may deny, revoke, or suspend computer/network/Internet access as required, pending an investigation.

Warning
Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate, objectionable, or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or
harmful to minors, as defined by the federal Children’s Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value or inappropriate in the school setting.

Disclaimer
The District’s system is provided on an “as is, as available” basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user’s requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system.

Bullying Prevention and Intervention Plan JICFB

Adopted by the Scituate School Committee Dec. 20, 2010 Revised and Adopted August 25, 2014

Scituate Public Schools Scituate, Massachusetts
Bullying Prevention and Intervention Plan

LEADERSHIP

Leadership at all levels plays a critical role in developing and implementing Bullying Prevention and Intervention Plans (the Plan) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference.

Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

Public involvement in developing the Plan.
As required by M.G.L. c. 71, § 370, the Scituate Public Schools Bullying Prevention and Intervention Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Scituate Public Schools Bullying Prevention and Intervention Plan was developed during the fall of 2010 with extensive input from key constituents. The Plan incorporated the work of the Districtwide Anti-Bullying Committee, which had been convened in fall 2009 and included key constituents from the schools and larger community. The Districtwide Anti-Bullying Committee also included under its umbrella existing efforts such as the Anti-Defamation League programs at the high school. The Scituate Public Schools Bullying Prevention and Intervention Plan was made available for public input at meetings throughout the fall of 2010, including School Committee meetings as well as School Council meetings.
Assessing needs and resources
The Scituate Public Schools Bullying Prevention and Intervention Plan is the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. In order to guarantee an ongoing awareness of needs, and be able to respond to those needs the district allows for periodic needs assessments: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. At least once every four years beginning with the 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

Planning and oversight
Oversight responsibilities for the Scituate Public Schools Bullying Prevention and Intervention Plan are divided as follows: 1) Principals receive reports on bullying; 2) Principals collect and analyze building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) The District Anti-Bullying Committee creates a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) The Assistant Superintendent and District Anti-Bullying Committee provide ongoing professional development that is required by the law; 5) The District Anti-Bullying Committee responds to the needs of targets and aggressors; 6) District Administrators and teachers work together to choose and implement the curricula that the school or district will use; 7) The District Anti-Bullying Committee develops new policies and protocols (or revises existing ones) under the Plan, including an Internet Safety Policy, and designating key staff to be in charge of implementation of them; 8) Principals amend student and staff handbooks and codes of conduct; 9) Principals create parent information materials; and 10) The District Anti-Bullying Committee reviews and updates the Plan each year, or more frequently.

Priority Statements
- The Scituate Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.
- The school or district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.
- We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying,
or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target’s sense of safety. We will support this commitment in our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

• The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Scituate Public Schools Bullying Prevention and Intervention Plan reflects the requirements under M GL c. 71, § 370 to provide ongoing professional development for all staff, including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. This section of the Scituate Public Schools Bullying Prevention and Intervention Plan includes the six topics that must be included in professional development according to M GL c. 71, § 370.

Annual staff training on the Plan.
Annual training will take place at the beginning of each school year for all school staff that will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development.
The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by c. 71, § 370, the content of school-wide and districtwide professional development will be informed by research and will include information on:

• Developmentally (or age-) appropriate strategies to prevent bullying;
• Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
• Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
• Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
• Information on the incidence and nature of cyberbullying; and Internet safety issues as they relate to
cyberbullying.
Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

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

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies; applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

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

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The Scituate Public Schools Bullying Prevention and Intervention Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Scituate Public Schools Bullying Prevention and Intervention Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets and family members of those students.

Identifying resources.
Schools will provide counseling and other services for targets, aggressors and their family utilizing resources of the School Psychologist, School Social Worker and Guidance Counselor (where available). We will identify classroom teachers or specialist staff including art, music, physical education, reading, etc., who may have a special connection with the target or aggressor; this is one intervention strategy that can assist with skill building.

Staffing and curriculum.
The Scituate Public Schools Bullying Prevention and Intervention Plan includes the school's or district's process for identifying its capacity to provide counseling and other services for targets, aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the school or district can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying
other agencies that can provide services. The District Anti-Bullying Committee will develop a timeline and oversee this process.

**Counseling and other services.**

Culturally and linguistically appropriate counseling and other resources are available within the Scituate Public Schools. If resources need to be developed, linkages may be made to community organizations. Counseling staff members at all schools, including school counselors, school psychologists and others, will assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Tools that will be used in this process include behavioral intervention plans, social skills groups, and individually focused curricula.

**Students with disabilities.**

As required by M.G.L. c. 718, § 3, as amended by Chapter 92 of the Acts of 2010, when the 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 Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

**Referral to outside services.**

The Scituate Public Schools has an established protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

**ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The Scituate Public Schools provides age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Effective instruction on bullying prevention will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Bullying prevention curriculum includes the following characteristics:

**Specific bullying prevention approaches.** Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

General teaching approaches that support bullying prevention efforts. (See SPS Vertical Curriculum Alignment Chart in Appendix A). The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
• setting clear expectations for students and establishing school and classroom routines;
• creating safe school and classroom environments for all students, including for students with 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, gender identity, 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 disabilities.
• using positive behavioral supports;
• encouraging adults to develop positive relationships with students;
• modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
• using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
• using the Internet safely; and
• supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the Scituate Public Schools has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community - students, parents, and staff - know what will happen when incidents of bullying occur.

Reporting Bullying or Retaliation.
Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. An incident reporting form can be found on the school website and in the main office. Reports can be filed by calling the main office or by submitting a reporting form. The form can be submitted anonymously.

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

At the beginning of each school year, the Scituate Public Schools provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.
**Reporting by Staff**
A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

**Reporting by Students, Parents or Guardians, and Others**
The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

**Responding to a report of bullying or retaliation.**

**Safety**
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 target and/or to protect the alleged target 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 target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal 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.

**Obligations to Notify Others**
The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.
Procedures for investigating reports of bullying and retaliation will be consistent with Scituate policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

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

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

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

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

**Responses to Bullying.**
The following strategies will be utilized by the Scituate Public Schools to build skills and prevent bullying and retaliation.

**Teaching Appropriate Behavior Through Skills-building**

Upon the principal or designee determining that bullying or retaliation has occurred, a range of responses that balance the need for accountability with the need to teach appropriate behavior will be utilized. M.G.L. c. 71, § 370(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the Scituate's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

**Taking Disciplinary Action**
If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with Scituate's code of conduct.

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.

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.

**Promoting Safety for the Target and Others**
The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

**Collaboration with Families**
In order to increase our capacity to prevent and respond to bullying, the Scituate Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families. Resources for families and communication with them are essential aspects of effective collaboration. Parents or guardians of students in the Scituate Public Schools will be informed about the bullying prevention and intervention curricula used including: (i) how parents and guardians can reinforce the curricula at home and support the Scituate plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

**Parent education and resources.**
Scituate Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education and Parent Advisory Council, along with SHORE, SEA and CORSE.

**Notification requirements.**
Each year the Scituate Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Scituate Public Schools will send parents written notice each year about the student-related sections of the Plan and our Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Scituate Public Schools will post the Plan and related information on its website.
PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

• on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

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

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires Scituate Public Schools to staff any non-school related activities, functions, or programs.

PROBLEM RESOLUTION SYSTEM:

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

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 also available at the Superintendent's office.

DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 370, as noted below.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying 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; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted
in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages. If the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment:**

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

**Retaliation:**

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

**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.

**Target**

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

**RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Scituate Public Schools, no person 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, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents Scituate Public Schools 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.
Scituate High School ALLIES NOT BYSTANDERS (2001-Present)

Scituate High School Supplemental Programs, Projects, Resources, etc.:
Supplemental Visuals: Think bracelets (2006-Present) Think bracelet video, Bystanders Hold the Power
- Supplemental Events: Mix it Up Day campaign from Teaching Tolerance (Nov. 2007-present)

Allies Not Bystanders is a 2.5 hour peer facilitated workshop offered to all 9th grade students in an effort to provide widespread awareness that can help shift the school's climate towards increased respect and ownership. The workshop involves various directed discussions, activities, short original video and role playing exercises all designed to help raise awareness about the behaviors, attitudes and circumstances that lead to bullying, harassment, discrimination and other social forms of disrespect. The workshop encourages discussion about how and why being an ally instead of a bystander can contribute to the type of safe environment in which all members of a school community deserve to work, study and play. Participants are provided with preventative approaches to addressing the behaviors, attitudes and circumstances that lead to bullying, harassment discrimination and other social forms of disrespect.

Each workshop consists of 12-25 student participants and 2-4 trained student peer facilitators. The program was developed using the Anti-Defamation League's A World of Difference Institute Anti-Bias education curriculum and training manual.

The training, scheduling and implementation of this program is coordinated by the Scituate High School AOL Club members and club advisor.

- Supplemental Extra Curricular Activities: Best Buddies, Pangea (Gay Straight alliance) ADL Club; Supplemental Elective Curriculum: Siet, Society and health elective Community Service Learning video (history elective)
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORMS

BULLYING PREVENTION
The Scituate Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” 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 target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:
On school grounds;
On property immediately adjacent to school grounds;
At school-sponsored or school-related activities;
At functions or programs whether on or off school grounds

**At school bus stops;**
On school buses or other vehicles owned, leased or used by the school district; or,
Through the use of technology or an electronic device owned, leased or used by the Scituate Public schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Scituate Public Schools if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

**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 plan shall apply to students and members of the school staff including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

The plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

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.

**Reporting**
Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.
The Scituate Public Schools will collect and report annually the following data to the Department of Elementary and Secondary Education:

1) the number of reported allegations of bullying or retaliation;
2) the number and nature of substantiated incidents of bullying and retaliation;
3) the number of students disciplined for engaging in bullying or retaliation, and
4) other information required by the Department. Additionally, the Scituate Public Schools will administer a Department-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools.”

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target’s needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school’s resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

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.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.
**Target Assistance**  
The Scituate Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

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

**Training and Assessment**  
Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

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

**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 Scituate Public Schools website.

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<th>First Reading</th>
<th>August 11, 2014</th>
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<td>Second Reading</td>
<td>August 25, 2014</td>
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<tr>
<td>Adopted</td>
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**Legal References**

- [Title VII](#), Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission [Title IX](#) of the Education Amendments of 1972 [603 CMR 26.00](#) MGL 71:370; MGL 265:43; MGL 268:13B; MGL 269:14A

**Policy Cross Reference**

- Massachusetts Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan
- AC, Nondiscrimination
- ACAB, Sexual Harassment
- JBA, Student-to-Student Harassment
- JICFA, Prohibition of Hazing
Scituate Public Schools

K-12 Behavior/Bullying Tracking Report

Bullying is defined as repeated use of written, verbal, electronic or physical act or gesture that causes physical or emotional harm.

Report Submitted By: Incident #

School: 
Date: 
Time: 
Place: 

Student(s) performing inappropriate behavior(s):

• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________

Student(s) targeted (if applicable):

• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________

Behavior was witnessed by:

• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________
• ____________________________________________ Homeroom:__________

The Double Ds: (check)

____ Dangerous: An action where someone could get hurt.
____ Destructive: An action where something could get damaged/broken or someone being damaged or hurt emotionally.

Type of Behavior: (check)

Physical:

____ Hitting
____ Kicking
____ Pushing
____ Property Damage
____ Other

Social/Emotional:

____ Gossiping
____ Rumors
____ Ostracizing
____ Humiliating
____ Other

____ Insulting Gestures
____ Name Calling
____ Teasing

Describe the situation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

OVER for Response Actions
**Reporting Adult Response** *(check/initial/circle):*

*Teacher Response:*

_____ Level I: Verbal Conference and Incident Report by __________ 

_____ Level II: Verbal Conference, Incident Report, and Parent Call 

Target Family Contacted:

_____ YES – by: ________________________________________________

Aggressor Family Contacted:

_____ YES – by: ________________________________________________

---------------------------------------------

*Principal Response:*

_____ Level III:
Verbal Conference, Incident Report, Parent Call, After School Detention, and Parent Conference

by__________________________________________________________

_____ Level IV:
Verbal Conference, Incident Report, Parent Call, Suspension, and Parent Conference

by__________________________________________________________

_____ Level V:
Verbal Conference, Incident Report, Parent Call, and notification of Outside Agencies

by__________________________________________________________
"Bullying", the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (III) creates a hostile environment at school for the victim; (iv) Infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

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<td>Location of Incident</td>
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<td>Witness</td>
<td></td>
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<td>Previous Incidents</td>
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Details of Incident

To your knowledge, has this occurred before? Yes_____ No

Are there immediate safety or transportation concerns? Yes_____ No

If needed, describe incident or concerns in more detail

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
Scituate High School
Internal Incident Report Form

**Action Plan – follow through**

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**Was the Incident Reported to the Office of the Superintendent?**
- Yes __ No

**Details:**

**Was the Incident Reported to the SRO / Police Department?**
- Yes __ No

**Details:**

**Date of Final Report: ___/___/___**
- Date Student Advised:

---

Signature of Investigator __________________________ Date __________

This process applies to only situations where bullying is alleged. Disciplinary incidents will be reported using the school disciplinary action process.
Scituate High School
Internal Incident Report Form

Check list

Step One: Complete Incident Report Form

If a staff member or other adult witnesses or reports incident:
• Staff member completes incident report and gives to designated administrative staff member

If a student reports incident to staff member:
• Acknowledge student's feelings.
• Determine if there are safety issues that must be addressed immediately.
• Staff member completes incident report and gives to designated administrative staff member.

Step Two: Conduct Investigation

Interview Target of bullying:
• Interview the target first, then the alleged aggressor.
• Target and alleged aggressor should be separated.
• Do not ask to see target in the alleged aggressor's presence.
• Mediation should not be used with bullying situations.
• Encourage target to report any additional incidents with the alleged aggressor Identify the problem.

Interview the student accused of bullying:
• Identify the problem.
• Focus more on the alleged aggressor's behavior, protecting the target's confidentiality.
• In case of denial or if further information is needed, interview witnesses.
• Document the witness account.
• Make the alleged aggressor aware of consequences of retaliation against target and reporter.

Contact parent of target and alleged aggressor
• Keep a log: date and time called, summary of each conversation, follow up questions etc.

Step Three: Action Plan - Consequence, Monitoring and counseling

• Assign appropriate consequence, if appropriate.
• If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope s/he is right and that nothing happened, but you will continue to monitor behavior.
• Monitor safety of target.
• Guidance to counsel I follow up with target and aggressors - continue counseling if needed.
• Contact all teachers who have contact with target and aggressors.

Step Four: Document Incident and Consequences / Follow-up

• Document outcome of investigation on the Incident Report Form I Action Plan Form
• Follow up: provide update to appropriate staff member(s)
• Monitor students’ behavior
• Notify teachers who have contact with target and aggressor
Scituate High School
Internal Incident Report Form

Incident is reported
Assess for immediate safety issues

Conduct Investigation

Interview Target
Interview Alleged Aggressor
Interview Witness(es)

Initiate Action Plan

Contact Parent
Assign Consequences (if appropriate)

Verbal
Written

Complete Incident Report / Action Plan

Follow-Up: Monitor Behavior
"Bullying", the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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Details of Incident: See Narratives

To your knowledge, has this occurred before?  
Yes  No

Are there immediate safety or transportation concerns?  
Yes  No

If needed, describe incident or concerns in more detail
Scituate High School
Internal Incident Report Form

**Action Plan – follow through**

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Signature of Investigator

Date

This process applies to only situations where bullying is alleged. Disciplinary incidents will be reported using the school disciplinary action process.
**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 Scituate Public Schools website.

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<th>First Reading</th>
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**Legal References**

- Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission
- Title IX of the Education Amendments of 1972
- 603 CMR 26.00 MGL 71:370; MGL 265:43, 43A; MGL 268:13B; MGL 269:14A

**Policy Cross Reference**

- Massachusetts Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan
- AC, Nondiscrimination
- ACAB, Sexual Harassment
- JBA, Student-to-Student Harassment
- JICFA, Prohibition of Hazing
Dear Parent(s)/Guardian(s):

You are receiving this notice of Procedural Safeguards for Alleged Victims of Bullying because you, as a parent or guardian of a student in the Scituate Public Schools, have brought to the attention of the District allegations of bullying.

It is the goal of the Scituate Public Schools to promote a safe and nurturing learning atmosphere for students free from all forms of bullying. In the interest of furthering this goal, and in compliance with M.G.L. c. 71, § 370 and Chapter 86 of the Acts of 2014, the District has adopted a both a formal bullying policy and bullying prevention and intervention plan, which may include, when appropriate, referral to law enforcement agencies or other state agencies.

While the District policy and procedures for the report, investigation and resolution of alleged bullying seek to address such allegations in a timely, comprehensive and appropriate manner, those parents, guardians and/or students who are not satisfied with the actions of the District in response to an allegation or allegations of bullying may seek additional relief through the Problem Resolution Services of the Department of Elementary and Secondary Education, which is administered through Program Quality Assurance (PQA) Services.

The process for accessing the Department's Problem Resolution System and filing a complaint with the Department through PQA is as follows:

- You may contact the PQA via email to the compliance mailbox; send a fax, mail a letter, or telephone directly using the following contact information:

  Program Quality Assurance Services
  Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148-4906
  Telephone: 781-338-3700
  FAX: 781-338-3710
  Email: compliance@doe.mass.edu Web: http://www.doe.mass.edu/pga

  - The Problem Resolution Intake Form is also available at http://www.doe.mass.edu/pga/prs/

This process is available to anyone, including parents and students, who do not believe that the District is meeting legal requirements for education. The Problem Resolution System is staffed by intake coordinators and educational specialists, who will answer any questions you may have about your situation and/or assist you in initiating the complaint process.

For additional information, please contact the Department directly or visit the Department's Problem Resolution Services/PQA website at http://www.doe.mass.edu/pqa/prs/.
AUTHORIZATION TO PHOTOGRAPH/VIDEO/PUBLISH/BROADCAST

(This form is to be returned ONLY if you DO NOT want your child to be photographed)

Student Name_________________________________________  YOG_______

I DO NOT authorize the Scituate Public Schools to photograph/video the above named student and to publish/broadcast the resulting image on the Scituate Public Schools’ website or in brochures, newsletters, newspapers, and other public news formats for the general purpose of student recognition and the promotion of the Scituate Public Schools.

I also DO NOT authorize the Scituate Public Schools to publish/broadcast school work, awards, or accomplishments of the above named student on the Scituate Public Schools’ website in brochures, newsletters, newspapers, and other public news formats for the general purpose of student recognition and the promotion of the Scituate Public Schools.

I hereby release the Scituate Public Schools, its past and present School Committee members, Superintendents, officers, employees, representatives, and agents from any and all claims, causes of action, suits or damages, including but not limited to, claims of defamation, invasion of privacy, breach of confidentiality, and claims under any federal or state statute or regulation arising out of the School District’s photograph or publication/broadcast of the above named student’s image or scholastic summary pursuant to this authorization.

Parent Signature____________________________________________________________

Date_________________________________
Annual Asbestos Notification Letter

For School Year 2018-2019

Date: December 7, 2015

Dear Staff, Guardians and Students:

A copy of our district’s Asbestos Management Plan is available in each school and in the main administrative office during regular school hours.

The district continues to update and improve the AHERA Asbestos Management Plans. Any inquiries regarding the management of asbestos-containing materials in our schools should be directed to our district’s AHERA designated person:

Robert Dillon

Scituate High School

606 Chef Justice Cushing Highway

Scituate, MA 02066

(781)-545-8750 ext 315

rdillon@scit.org