

SCITUATE HIGH SCHOOL



2023-2024 STUDENT & FAMILY HANDBOOK

OUR HOME AWAY FROM HOME

Our schools are a place where everyone has a seat at the table, is treated with respect, treated fairly, and appreciated. We strive for a culture of excellence where academic and personal excellence is an expectation for all.

YOU ARE IMPORTANT

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INTRODUCTION

In accordance with M.G.L. c. 71, section 32A, Massachusetts Department of Elementary and Secondary Education (DESE) regulations governing school councils have determined that in each school building containing grades nine to twelve, the principal, in consultation with the school council, shall prepare and distribute a student and family handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook annually to consider possible changes to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of the handbook and all changes are then presented to and approved by the School Committee. This handbook serves to present the rights of the school to implement high expectations for the academic, civic, and social development of our students. These procedures intend to reinforce responsible student decision-making and promote positive behaviors and respect. All members of the school community have the responsibility to conduct themselves in accordance with the provisions of this handbook in a way that demonstrates respect for all individuals, their rights, and their property. The school community is defined as all those people who work or interact in the school. Students, teachers, administrators, school counselors, custodians, secretaries, cafeteria workers, bus drivers, parent/guardian volunteers, and school visitors are part of this community. All members of the school community must support the standards of conduct of the school and assist in the enforcement of rules and regulations. The way sports are conducted, grades are allotted, and students interact with one another all send messages that significantly affect our school culture. Positive behaviors must not only be accentuated by the policies and practices under which our high school functions, but also must be modeled in the conduct of members of our school community. Young people, who are apprentice citizens, need to observe, reflect upon, and choose positive behaviors and actions like those they see around them. This behavior is expected in all facets of high school, including during all school-sponsored events. This includes all curricular, co-curricular, athletic, and special events of the school both on and off campus (e.g. graduation, graduation-related activities, school dances and proms, student activities at other schools, including school-sponsored trips and those times when school buses or other school-provided transportation is used). A student's participation in co-curricular activities is a privilege, not a right or entitlement. The discipline code at Scituate High School is administered within the guidelines set forth by the U.S. Supreme Court as well as the DESE with regard to due process for students. The handbook is distributed at the beginning of every year to every student. It is the expectation of the administration and the school system that parent(s)/guardian(s) and students will read the handbook. Students and parents/guardians are responsible for raising any questions that they may have regarding this handbook and its provisions with the school administration.

Even if the student does not sign the acknowledgement form included with the distribution of this handbook, such presumption is made.

CENTRAL OFFICE ADMINISTRATION

Mr. William Burkhead, Superintendent of Schools
Ms. Heidi Driscoll, Assistant Superintendent of Schools
Mr. Thomas Raab, Director of Business and Finance
Dr. Michele Boebert, Director of Special Education
Mr. Jamele Adams, Director of Diversity, Equity and Inclusion
Mr. Darryl David, Director of METCO

HIGH SCHOOL ADMINISTRATION

Mr. Marc Loranger, Principal
Mrs. Lisa Kirk, Assistant Principal
Mr. William Luetete, Assistant Principal

ATHLETICS

Mr. Scott Paine, Athletic Director
Mr. Chris Alves, Assistant Athletic Director/Trainer

MAIN OFFICE STAFF

Ms. Melanie Coogan, Administrative Assistant
Ms. Michelle Patterson, Administrative Assistant to the Principal
Ms. Kathleen Ward, Administrative Assistant

SCHOOL RESOURCE OFFICER

Officer Nick Sharry

NURSE

Ms. Ellen Claflin

Scituate High School Main Number

781-545-8750

School Hours

8:15 am - 2:46 pm

Wednesdays/Late Start

9:15 am - 2:46 pm

Half Day 8:15 am - 10:45 am

Welcome

As a first year Principal, it gives me great pleasure to welcome our students, parents, and faculty to Scituate High School for the 2023-2024 school year. Every student at Scituate High School is important and we will have a vision where students actively engage in their learning while expanding opportunities for personal growth. We all work collaboratively to build the best school community possible. Success is a bi-product of teamwork and it will take everyone working together to build the best school culture in Massachusetts. Students are our main focus and a positive school culture allows students and staff to feel comfortable. When students and staff are comfortable, education improves. We will continue to improve student learning by developing teaching strategies that reach all students and share best practices.

Our mission statement states that Scituate High School goal is to graduate well-rounded global citizens with the skills, passion and confidence to make a positive impact in our world. We will achieve this by meeting the needs of students with diverse learning styles by developing programs that reach all students. We will challenge our students each day by exhibiting rigor in the classroom. Successful high schools are often measured by how successful their students are after graduating. It is my goal that each student who graduates from Scituate High School will be a confident young adult who has been challenged academically while taking part in extracurricular activities that have prepared them for 21st century careers.

On a personal note, I am happy and honored to be part of Scituate High School. The student and family handbook is something we will adhere to throughout the 2023-2024 school year. It is our mission to commit to the student body and assure that they are safe, comfortable, and motivated to be the best version of themselves. My personal values of hard work, accountability, and respect will be something that I encourage in every student and faculty member of this great school. I believe that there is no substitute for hard work. Accountability and respect are an integral part of our Scituate High School community. By providing an open door policy, I hope to lead by example as we all try to pursue educational excellence. We are in education because we love kids. Let's all work together to make sure all students are reaching their full potential.

Sincerely,

Marc A. Loranger



Principal Scituate High School

School Committee Antiracism Resolution

Antiracism is a commitment, at both the institutional and personal levels, to do more than simply not be racist. It is the active and ongoing practice of challenging values, structures, and behaviors that perpetuate systemic racism while also supporting the humanity, uniqueness, and experiences of Black people, Indigenous people, and other People of Color (BIPOC). Because racism exists in our schools and our society, Scituate Public Schools commits itself to the following action steps to promote antiracism:

1. The District must lead in actively acknowledging, addressing, and preventing racial bias and racially antagonistic behaviors. Each of us, individually and collectively, is responsible for creating and cultivating an antiracist learning environment in which everyone is given equitable access to opportunities to learn, grow, and engage, regardless of their skin color. All lives cannot matter until the lives of BIPOC matter.
2. The District affirms the importance of culturally responsive practices, literature, curriculum, and assignments that represent the diversity of our world and the cultures of our students and that also accurately honor the contributions, experiences, and perspectives of historically marginalized communities. We acknowledge our current curriculum and practices do not achieve this yet.
3. The District commits to conducting an initial equity audit by an independent agency to review current practices, strengths, and weaknesses.
4. The District commits to using the findings of the equity audit and subsequent annual reviews (aligned with Policy AC - Non-Discrimination Policy) to assess existing and future policies, practices, programs, curriculum, opportunities, professional development, and procedures for the promotion of educational equity.
5. The District commits to tracking, reporting, addressing, and implementing clear consequences for racist incidents in our schools--including, but not limited to, hate crimes and hate speech--and to implementing restorative justice practices in a way that increases transparency and complies with student codes of conduct as well as privacy laws.
6. The District commits to dedicating time and resources in schools for staff professional development, culturally responsive training, anti-bias training, annual reviews of academic and disciplinary outcomes for racial disparities, book studies, celebrations of diversity, critical conversations among staff and with students, building capacity of staff to create safe spaces for BIPOC students to share concerns, and establishing community partnerships to support this work.
7. The District commits to hiring, retaining and supporting a diverse faculty and staff reflective of the demographics of the world beyond Scituate to provide significant value to all students and adults. In addition, the District commits to partnering with racially and

ethnically diverse experts, consultants, and the community to help create a stronger and more inclusive workforce.

8. The District commits to providing students with appropriate supports, spaces, and opportunities to access their education, school-related activities, and other community events; to safely and confidently interact with their peers and staff; and to effectively, promptly, and appropriately address incidents of racism. The District commits itself to this work because everyone in the SPS family deserves to feel represented, safe, and supported.

Scituate Public Schools Mission Statement

***Together, WE inspire, support, and challenge
all learners to reach their unique potential.***

Scituate Public Schools' Core Values and Beliefs

- WE reach every student by:
 - Ensuring Equity
 - Nurturing Perseverance, Growth and Achievement
 - Valuing Love, Inclusion, and Trust
 - Investing in Safety
 - Engaging with the Community

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

SAIL

Sail represents a growth mindset for all students and educators in the Scituate High School community. These shared values and beliefs are used to guide our school community in academics, extra-curricular activities, service opportunities, and our behavior and interactions with one another. As the Scituate High School community reflects on these core values, four defining categories emerge:

SERVE

Service has lasting benefits for ourselves and others.

Service to ourselves promotes happiness and balance.

Service to others fosters empathy and acceptance.

Service to our broader communities helps improve our world.

ACHIEVE

Achievement looks different for everyone.

Achievements take time and require both successes and failures.

Achievement happens with the support of others.

INVEST

Investing in your emotional and physical well-being promotes personal balance.

Investing in relationships creates a support system.

Investing in your community promotes a sense of belonging.

LEARN

Everyone can learn.

Learning takes place through consistent and honest self-reflection.

Learning helps us make sense of our place in the world.

Learning about others allows us to be empathetic and inclusive.

Civil Rights

Every student has the right to attend school safely. All children must be able to learn in an environment that is free from discrimination based on race, color, sex, national origin, disability, religion, gender identity, or sexual orientation. All aspects of public school education must be fully open and available to members of both sexes and of minority groups.

No school may exclude a child from any course, activity, service, or resource available in that public school on account of race, color, sex, national origin, disability, religion, gender identity, or sexual orientation of such child. These regulations address five (5) areas of school policy: school

admissions, admission to courses of study, guidance, course content, and co-curricular and athletic activities. Federal law prohibits discrimination on the basis of sex in educational programs or activities receiving federal assistance.

In accordance with the requirements of Title IX of the Education Amendments of 1972, Scituate Public Schools hereby makes notice that it does not discriminate in any educational program or activity or in employment herein. Section 504 of the Federal Rehabilitation Act of 1973, provides that no otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

All staff are required to ensure that we are in compliance and are also required to report any violations or non-compliance issues. Said reports should be filed with the individual school administrator and/or the Chapter 622 & Title IX Coordinator. A student or parent(s)/ guardian(s) should immediately contact a teacher, school counselor, building administrator, or Superintendent of Schools' office with any complaint relating to civil rights issues in the schools. Measures are in place to take prompt action to investigate incidents and protect the rights of all individuals in the schools.

Student Rights and Responsibilities

The School Committee has the responsibility to afford students the rights guaranteed under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students. Among these rights and responsibilities are the following:

- The right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
- The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
- The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure their rights.
- The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
- The right to privacy, which includes privacy with respect to the student's school records; school authorities may search a student and/or their locker and/or personal effects (purse, backpack, folder, desk, car, etc.) whenever a school authority has reasonable suspicion that the search will reveal evidence of a violation of law or school rules. The scope, duration, and intensity of the search must be reasonable in relation to the interference with the student's privacy. In addition, students do not have an expectation of privacy or confidentiality in the content of electronic communications files sent and received on the school computer network or stored in the user's directory.
- The right to attend school without fear of threats or reprisals; the responsibility to act as good Samaritans, report wrongdoings for administration to investigate and address, and

allow the time for due process to take place.

Non-Discrimination Statement

Scituate Public Schools does not tolerate discrimination based on any non-merit factor, including race, national origin, color, religion, sex, sexual orientation, gender identity, disability (physical or mental), age status as a parent, or genetic information. 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, national origin, age, sex, sexual orientation, gender identity, religion, homeless status or disability are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insult the dignity of others and interferes with their freedom to learn or work is unacceptable.

METCO

The Scituate Public Schools participates in the "program to eliminate racial isolation," commonly known as the METCO Program. This program buses 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 Scituate Public School District enjoys a rich partnership with the Metropolitan Council for Educational Opportunity (METCO) which began in 1968 when 20 Boston resident students entered Scituate High School. Our program serves 67 students in grades K-12, and our knowledgeable professionals ensure each child's growth as a student and citizen of the world. METCO works best when students and families in each community – Boston and Scituate – benefit from the experience.

Notice of Equal Opportunity

The Scituate Public Schools reaffirm that they do not discriminate on the basis of race, color, sex, national origin, disability, religion, gender identity, or sexual orientation in: admission to, access to, treatment in, or employment in, its programs or activities. Consistent with M.G.L. c. 76, section 5, the Scituate School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability or sexual orientation. Any harassment on the basis of race, color, sex, national origin, disability, religion, gender identity, or sexual orientation will not be tolerated and will be punishable to the full extent of the law. If you have a complaint or concern that discrimination has occurred, you may utilize the following procedure:

1. Report the violation(s) to any staff member in the Scituate Public Schools. The staff member will notify the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to

resolve the issue.

2. Any additional investigation will be conducted by the school district investigators in each area, within a reasonable period of time. The building principal will issue a decision in writing to you within ten (10) days of the conclusion of the investigation.
3. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, or ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be submitted within one (1) week after receipt of the principal's decision.
4. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Release of Student Information to Military Recruiters U.S. Armed Forces Personnel

In response to the Federal No Child Left Behind Act of 2001(NCLB), Scituate High School is mandated to provide the names, addresses, telephone numbers, and emails for our junior and senior students to United States military personnel and the Armed Forces recruiters. However, students of the age of majority* and parents/guardians have the right to instruct Scituate High School in writing that this information not be released to the military. *Students aged 16 and above have the right to request that their contact information not be released to recruiters. Parents/Guardians can override their child(ren)'s decision by notifying the school in writing only if your child(ren) is/are under the age of eighteen (18).

Reporting Suspicion of Child Abuse and Neglect/Mandated Reporter Responsibilities

Under Massachusetts law (Ch. 119, sections 51A-E) all educators and any persons paid to care for, or work with, a child in any public or private facility are mandatory reporters of suspected abuse or neglect of a child under the age of 18. It is vitally important for each staff person to understand that they are a mandated reporter. It is not solely the responsibility of the school counselor, school adjustment counselor, or principal. Because the educational leader of the school should be fully informed and because allegations of child abuse/neglect can be very difficult for staff, the following procedure should be adhered to:

1. Any mandatory reporter who is a staff person or itinerant staff person in the Scituate Public Schools must report an allegation of child abuse/neglect to the principal of the school or their designee.
2. When necessary, the principal or their designee will assist the mandatory reporter to file a

verbal and then written report to the Department of Children and Families (DCF). Please be advised that, according to DCF guidelines, “if the principal (person in charge) or their designee advises against filing a report, the staff member retains the right to contact DCF directly.”

McKinney-Vento Homeless Education Assistance

The Scituate Public Schools complies with the Department of Elementary and Secondary Education’s advisory criteria of the federal McKinney-Vento Homeless Education Assistance Act. The Scituate Public Schools shall ensure that every effort is made to comply with this legislation and to ensure that each homeless child or youth has equal access to the same, free, and appropriate public education, including a public preschool education as provided to other children and youth. This policy is intended to reiterate the significant provisions of the 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 homelessness.

[McKinney-Vento Homeless Assistance Act](#)

GENERAL INFORMATION & POLICY AND PROCEDURES

Scituate High School Website

Please refer to the website for the following information: Aspen, News & Announcements, Summer Assignments, Work Permits, Athletic Game Schedules, Online Payments, etc.

[Scituate High School](#)

Before and After School

Students may enter the building starting at 7:30 A.M. and may go directly to the cafeteria or the library. Students may enter their classrooms at 8:00 A.M. Students should be seated in their assigned classroom by 8:15 A.M. Students who enter their classroom after 8:15 A.M. are considered tardy. On late start Wednesdays, students should be seated in their class by 9:15 A.M. Once the school day begins, all students will enter and exit the building through the main entrance. Students needing to stay after school for extra help and/or school activities should be in a supervised area with an adult present. Students must sign out with the Main Office prior to leaving for approved dismissals during the day.

Books and Equipment

Most books and equipment issued are loaned to students for the duration of the course. Students are expected to take care of them. All textbooks should be covered. All equipment must be cared for properly. It is understood that students will be charged for damaged or lost books and equipment assigned to them. Lost book payments will be determined by the cost of

replacement. The same method will be used for all damaged or lost equipment.

Bus Transportation

The Scituate Public Schools considers the school bus to be “an extension of the classroom.” We have the same standards of behavior on the school bus as we do in school. For example, students should remain in their seats; and they should not hang out of windows, push or fight with other students, throw things, or try to distract the driver. Students who violate the Code of Conduct while on the bus may be disciplined and may be denied transportation. Some school buses are equipped with video cameras. The video tapes may be used as evidence in disciplining students who misbehave on the bus. It is the student's responsibility to become fully acquainted with rules and regulations governing bus conduct. Each bus used for regular education transportation will be equipped with a video camera.

Bus Conduct & Bus Privileges

- The assignment of seats is left to the discretion of the bus driver and/or school administration.
- Students are expected to conduct themselves in exactly the same way they conduct themselves in school.
- Shouting, profanity, vulgarity, and/or general misbehavior such as play fighting, will not be tolerated on the bus.
- Use or possession of weapons, tobacco, alcohol, drugs or other controlled substances, will not be tolerated on the bus.
- The opening of bus windows and doors is left to the discretion of the bus driver: arms, hands, and heads are to be kept inside the bus at all times.
- Tampering with emergency equipment, including the emergency door and/or bus equipment is not permitted and appropriate consequences will occur.

Disciplinary Procedures for non-compliance with Bus Conduct

On the first reported offense, the bus driver will notify the appropriate school administrator who will notify the parent/guardian.

1. On the second reported offense, the offender may be suspended from the bus for up to three (3) school days.
2. On the third reported offense, the offender may be suspended for up to five (5) school days at the discretion of the Principal or their designee and based on the severity of the offense.
3. Repeated offenses may result in suspension of bus privileges for the remainder of the school year. In cases of serious offenses affecting the safety of the school bus and/or its occupants, the offender may lose bus privilege immediately.

Cafeteria

All students must report to the cafeteria with their class and remain in the cafeteria for their entire lunch period. No student may leave the cafeteria during lunch without the permission of the Administrator in charge. Students may either bring a bag lunch or purchase a lunch prepared by the cafeteria staff. In either case, they are expected to assume responsibility for proper etiquette. Once students are done eating they are expected to clean up after themselves and dispose of trash. Students should return to their table and wait for dismissal.

Corridor Passes

Students are expected to remain in the classroom during class time. If there is a need for a student to leave a classroom during class time, the student must have the permission of the classroom teacher. Roaming in the corridors during class time, including lunch, without permission from a staff member is prohibited. Students found in an unauthorized area without permission may receive a consequence depending on the severity and frequency of the incident.

Anchor Block

Students will report to scheduled Anchor Blocks where a teacher will take attendance and a quiet atmosphere will be maintained. A junior or senior student may carry no more than one study per semester. Failure to report to Anchor Block will be considered cutting class. Students who abuse study privileges will be removed from Anchor Block and prohibited from enrolling in an Anchor Block for the next semester. Students are permitted to obtain passes to attend prescheduled appointments with a teacher or counselor, to use the library, see the nurse, or participate in instructional tutoring.

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 consist of a school bus or a commercial transport, 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 our dress code 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.

Lost and Found

All books, school supplies and/or personal items that are found by any student should be brought immediately to the main office. Any student who has lost an item should report to the main office to see if it has been recovered. Scituate High School is not responsible for lost or stolen property. Students should be advised to keep all valuables at home. If valuables must be brought to school, locked school lockers or locked gym lockers should be used to house the items for safe keeping.

Main Office

The main office contains the offices of the Principal, Assistant Principals, the School Resource Officer, and the Administrative Assistants. In order to ensure that the office personnel may accomplish their work in an efficient manner, students should remain as quiet as possible when called or sent to the office.

Multimedia Learning Commons: The Harbor

The new Multimedia Learning Commons, The Harbor, at Scituate High School fosters the sharing of information, increases engagement, and enhances collaboration. The space and seating of the Learning Commons encourages the use of technology, leisure reading, browsing, and the use of materials in all formats. The collection at The Harbor features fiction and nonfiction books, reference books, and graphic novels. The Harbor also offers e-books, digital newspapers, and research databases. The Multimedia Learning Commons is at the heart of our school and is a place for students to gather, study, complete reference work, and supplement course work or read for personal enrichment. Library hours are subject to change, but generally open from 7:30 am – 3:00 pm, Monday – Friday.

Obligations to School

Any student who owes money, materials, equipment, or “service time” will not be permitted to participate in co-curricular activities or athletics until the debt is paid (unless excused by the administration). Additionally, any student who owes a debt to the school in the form of money, material, or time must satisfactorily resolve it before participation in graduation exercises.

Personal Telephone Calls

In order to avoid disrupting the learning environment, students should not take/make phone calls during the school day. In the case of emergencies, students should report to the office to make/return a call.

Re-Entry Procedure

Any student seeking to be readmitted to Scituate High School upon returning from hospitalization, suspension, or after having withdrawn from school must attend an administrative conference accompanied by a parent(s)/guardian(s). At this conference, the re-entry conditions and supports

regarding academic achievement, attendance, and conduct will be discussed in detail. One administrator will facilitate the meeting and additional appropriate staff will be invited to best support the circumstances of the meeting.

Restrooms

During regular class time, students needing to use lavatories must obtain a pass. The one student to a stall policy is strictly enforced for the safety and privacy of all students. Students may not share stalls and may incur disciplinary consequences. Additionally, it is expected that restrooms be utilized for appropriate use only; restrooms should not be used as a meeting space or study location. Students needing to take space should consult a school counselor, administrator, or other trusted adult. Gender neutral single-use restrooms are available within the school campus, as well as a single-use lavatory within the nurse's office, which are available for any student.

School Safety Protocols

EVACUATION DRILLS

Specific instructions are posted in each classroom for exit and route to safety. Instructions are as follows:

- Put aside all work immediately upon hearing the fire alarm.
- Follow the evacuation route in an orderly fashion.
- Focus on evacuating quickly and safely.
- Follow the instructions of your teacher.
- Report to the designated gathering area on the field once outside and line up by Homebase advisory homeroom and wait for attendance to be taken.

In the event of a shelter-in-place or lockdown situation, students are to remain off cell phones (which can interfere with first responder communications) and follow the directives of the teacher. Shelter-in-place events will be initiated and cleared when applicable, via all-school intercom. All lock-down events will be announced when applicable, via intercom, but cleared by room with an administrator and safety officer.

Student Parking

As student parking is limited, parking spots are given out on a first come basis to licensed students at the end of the school-year. Only students with a valid driver's license are eligible to apply for parking and will be notified at the end of the summer. A current parking pass is necessary to legally park at Scituate High School. Vehicles parked in unauthorized areas may be towed at the owner's expense. Passes cost \$120 and applications are available online in August for the upcoming 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. 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.

Visitors

All visitors must report to the administrative office upon arrival and sign the visitor log. Students may not bring visitors to school.

Withdrawals

Withdrawal forms are available from students' respective school counselors.

ACADEMIC POLICIES AND REGULATIONS

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, and College Preparatory 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: student interest, teacher recommendations, prerequisites, current grades, or the approval of the department chairperson. Students should refer to the course description under the individual department in the Scituate High School Program of Studies, 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.

Course Selection/Course Changes

The course selection process begins in the second semester of each school year. Efforts are made to provide a thorough explanation of all course levels, prerequisites, and the content and skill

mastery each course requires and/or develops. The faculty gives recommendations to each student and opportunities for parent/guardian involvement are provided each step of the process. Therefore, each student should make responsible and informed decisions regarding course selections. After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student's full year schedule with the exception of any of the following conditions:

1. a change in academic level is needed*;
2. a move of students from one (1) section to another to balance classes within a department;
3. a change to correct an error in a schedule; or
4. a recommendation for a change resulting from a pre-referral conference, DCAP or 504 plan initiative, an IEP/Team Meeting, or ESL contact.

*If a student desires a change in academic level, approval will only be granted by the department chair and administrator after the student, teacher, school counselor, parent(s)/guardian(s) communicate and agree to the change. Reason for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and will not be honored. While we try our best to accommodate everyone's choices there are limitations to scheduling.

Student Records

A student's record includes the permanent record and the temporary record. The permanent record (transcript) is made up of personal data, courses taken, grades, credits, ~~and class rank~~ and is filed in the School Counseling office for 10 years after graduation. The temporary record is made up of personal data, standardized test scores, co-curricular activities, and other relevant information and is typically released to each student upon their graduation. The temporary record of each student shall be destroyed five (5) years after the student graduates, transfers, or withdraws from the school system. The student and/or parent/guardian may add relevant information to the record or, with permission of the principal, remove inaccurate, misleading, or irrelevant information. Upon denial of such a request, an appeal procedure is available.

STUDENT SUPPORTS

Academic Mentoring Program: AMP

AMP offers students the opportunity to receive support from mentors in the building. The goal is to encourage every student to improve their grades while teaching executive functioning and self-advocacy skills that will help them reach their potential and also increase their independence as a learner. In order for a student to participate in an activity, he/she/they must earn a grade of "C-" or better in at least five full-time courses during the last marking period preceding the contest

(e.g. second quarter marks and not semester grades determine third quarter eligibility). (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. If a student does not meet the requirements of a C- or better in at least five full-time courses but meets the MIAA requirements (a passing grade, and full credit, in the equivalent of four traditional year-long major English courses.) the student will be required to attend "H Block Support". This allows the student to participate in their club/activity and will be offered support to assist the student in improving grades to meet Scituate High School standards. This "H Block Support" will be used as long as the student does not meet the requirements of C- or better in at least five full-time courses. If the student refuses "H Block Support," they will not be allowed to participate in their club/activity. Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. Incomplete grades may not be counted toward eligibility until they are made up following school policy. No special privileges such as extra examinations, delayed marks, makeup opportunities, or other opportunities not granted to every student in the school are to be granted to athletes.

[AMP II/Harbor Academy](#)

The Harbor Academy mission is to assist students to achieve their highest potential through individual, flexible and structured educational experiences designed to enhance their academic growth and foster lifelong learning. Harbor Academy will support and assist students so they may be successful, both as students and individuals. While providing positive support and interventions, we strive to encourage students to take responsibility for their own learning and behavior so they may develop skills and habits needed to be successful in school and life. Harbor Academy replaces the Academic Mentoring Program for juniors and seniors who qualify for the added support.

[Health Services](#)

The school nurse is the primary coordinator of health services within the school building and will provide first aid when required. First aid, as defined by the American National Red Cross, is the immediate and temporary care given in case of an accident or sudden illness. The school is NOT responsible for diagnosis or treatment; therefore, school personnel will not treat or prescribe treatment. Any request to "have the nurse check" something that has happened at home will be referred to parent(s)/guardian(s) for a visit with the family physician.

Any student in need of health services during the school day will go directly to the Health Office

from their subject-teacher. Dismissal slips, as a result of illness, will be processed through the Health Office or the School Counseling Office. The nurse, the administration, or the School Counseling department will contact a parent/guardian prior to the dismissal of a student. If a student is excused from school for health reasons, the student must be picked up at school and may only drive home with parental/guardian permission after being seen by the nurse.

The school cannot dispense any medication of any type to any student. However, with a physician's order and parent's/guardians' written request, medication can be dispensed through the Health Office. Students must check in all prescription drugs and/or any other over the counter medication to be dispensed through the Health Office.

Medication must be in a manufacturer-labeled bottle or container. Our school nurse must have a medication order from a physician, dentist, nurse practitioner, or physicians' assistant in order to administer any medication; whether it is a prescription drug or an over-the-counter medication (M.G.L. c. 112, section 80B). Such medication will be kept in the health office under lock and key and will be administered only in the presence of our school nurse. Students are not permitted to carry either prescription medication or over the counter medication on their person. The only exceptions are: EpiPens for emergencies, asthma inhalers accompanied by a completed physician's order form, and diabetic testing kits.

School nurses and other trained staff will provide Massachusetts-mandated health and wellness screenings. The types of screenings and their schedules are set by the Massachusetts School Health Unit / Department of Public Health. Screenings include height, weight, vision, hearing, postural, BMI (body mass index), and SBIRT (screening, brief intervention, and referral to treatment- for high school and middle school students only). Complete information on these screenings may be found [here](#). Your school nurse will send detailed communication home prior to any screenings. If you wish to opt your student out of these screenings, or if your healthcare provider has already screened them, a written request must be sent to school.

Immunizations

The MA 2022-2023 Immunization requirements can be found [here](#).

Concussion Prevention and Intervention

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires 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. 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 ensuring that concussed athletes are managed appropriately. These include identification of concussed athletes, appropriate medical referral for treatment and follow-up, academic assistance, and ensuring 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 shall apply to students in these grades who participate in any extracurricular athletic activities.

Review

This policy will be reviewed and revised every two every two years, at a minimum, but more often as deemed necessary. The review committee shall consist of the Scituate Nurse, 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.

Emergency Forms

Emergency forms are reviewed by parents/guardians in the Aspen parent portal at the beginning of each school year. If there are any changes, they must be changed in the Aspen parent portal. Changes made during the year must be communicated with the school’s main office

administrative assistant. Any student who becomes ill during the school day must report directly to the nurse's office. If the nurse determines the student is too ill to remain at school, the parent/guardian will be contacted, and a plan will be made for the student to be dismissed from school. Students who have a fever (higher than 100.4) may not return to school until 24 hours fever free without antipyretics (i.e. Tylenol/Motrin)

Prescription and Non-prescription Medications

Students are not to carry medications of any kind. The school nurse shall be the supervisor of the medication program in the school, including over the counter drugs such as aspirin, ibuprofen, acetaminophen, etc. ALL medications, prescription or non-prescription, can only be administered under the following conditions:

- A written medication order form is required for prescription medication
- A written parent/guardian authorization form is required for all medications
- All medications must be in the original pharmacy labeled container
- All medications must be brought to school by the parent/guardian and given directly to the nurse. Students who violate the above policy face disciplinary action including suspension. Special medications such as epi-pens or inhalers, for those students with severe allergic conditions and for whom an emergency treatment has been prescribed by a physician, may be carried by a student with a parental authorization form and the physician's order, which must be on file in the nurse's office. All medical information is confidential.

NHS Tutors

The National Honor Society has as part of its mission to offer tutoring to students in a variety of subjects. If a student would like peer tutoring of course content they may contact the National Honor Society adviser for availability.

School Counseling Services

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. Counseling services are available to all students and families 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 families should feel free to consult with the counselors at any time during the school year.

Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act, 29 U.S.C. 794(A), is an anti-discrimination statute that prohibits discrimination against people with disabilities, including students, employees, and other members of the school community. This law applies to all school districts that receive federal funding aid and covers all programs and activities that the school district offers. The responsibility of the district is to identify, evaluate, and provide appropriate services to those individuals who meet the criteria set forth by the Act.

Who is a disabled person under the law?

A disabled person under Section 504 and the ADAA:

- Has “a physical or mental impairment that substantially limits one (1) or more major life activities of such an individual, has a record of such impairment; or being regarded as having such an impairment.”

Referral Process:

A referral may come from parents, professional staff, students, and/or community agencies. A pre-evaluation meeting will be held by the 504 Team to review any previous actions taken to address the concerns and determine whether a request to conduct an evaluation is warranted. Scituate High School will notify the parents or guardians, in writing, of the school’s reason and intent to conduct an evaluation. The notice will include a description of the evaluation(s) and procedural safeguards. This process will include an initial determination of whether the problem identified at referral, suggests an impairment of a major life activity. The Team then decides further course of action (i.e. to evaluate or not). In interpreting evaluation data and making placement decisions, teams shall draw upon information from a variety of sources, including aptitude and achievement test, teacher recommendations, physical conditions, social or cultural background and adaptive behavior. If the student is found eligible, a 504 Plan will be written and implemented containing accommodations appropriately determined by the 504 Team. Section 504 requires schools to make necessary accommodations, but not substantial or fundamental alterations (modifications) to its programs to allow disabled students to participate or to lower its standards as an accommodation for a student with a disability.

Student Support Team

The Student Support Team (SST) is composed of multiple staff including but not limited to: nurse, counseling staff, school psychologist, adjustment counselor, specialists, special education staff and administrators. The Student Support Team provides a team approach for identifying and solving issues that may interfere with student progress. The Student Support Teams are used to screen students for possible special education referral or for services under Section 504 of the Rehabilitation Act and Americans with Disabilities Act. Parents/guardians and educators are able to recommend students for review in need of assistance.

[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 Adjustment Counselor and School Counselor (where available).

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. 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.

Students with disabilities: As required by [M.G.L. c. 718, § 3](#), as amended by [Chapter 92 of the Acts of 2010, Session Law - Acts of 2010 Chapter 92](#) 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 their 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. Referrals must comply with relevant laws and policies.

ATTENDANCE POLICY

Attendance 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. Consistent with Massachusetts General Law, Chapter 76, the Scituate School Committee has established [Chapter 76 - General Laws](#).

Reporting an Absence

If your child is going to be absent, leave a voice message on the attendance line at (781) 545-8750, option 8 prior to 8:15AM. Each day an automated attendance email will be sent to the parent/guardian confirming these absences. If you were not aware of your student's absence, please contact the school as soon as possible. Upon the student's return to school, a note should 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. All notes, (parent, doctor, college, court, etc.) must be turned in within 14 days from the student's absence to excuse that absence. Consistent with Massachusetts General Law, when a student has reached five (5) unexcused absences in a school year, the principal, or their designee, will set up a meeting with the student and their parents in order to develop an action plan to improve attendance. When a student is absent 10% or more in a marking period, even if the absences are considered excused, the principal, or their designee, may set up a meeting with the student and their 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. 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 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 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 office of admissions upon return.
- School imposed disciplinary consequences.
- Extenuating circumstances approved by the principal.

Make Up Work

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 two days 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

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. 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 the department. It may be necessary for a student to enroll in extra courses to make up credits lost

due to poor attendance.

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

- Third Unexcused Absent: Student Warning and Contact Home
- Fifth Unexcused Absent: Office Detention and Contact Home
- Every Third Absent Afterwards: 2 Office Detention(s) or Wednesday Morning Detention(s)

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

Appealing Loss of Credit

A written appeal by a parent/guardian 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 supporting 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.

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.

Vacation Policy

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). 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 to the principal at least 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.

Dismissal Procedure

Every attempt should be made to schedule appointments after school hours. A request for dismissal from the parent/guardian must be brought into the main office prior to or on the morning of the dismissal. For extenuating circumstances, a parent/guardian may also call the main office to dismiss their student. Dismissal notes/emails may be verified by a 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, and if the student is expected to return to school that day.
- 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 he/she did so with parental permission.
- If a student is returning to school, he/she/they 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 athletics, 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.

Tardy Policy

All students must report to the Main Office immediately upon entering the building when tardy. Students are considered tardy if they are not in class by 8:15 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. Any medical documentation explaining a tardiness should also be submitted at this time. All notes, (parent, doctor, college, court, etc.) must be turned in within 14 days from the student's tardiness to be excused. Please note that all students that arrive at school late should arrive with a note from a parent or guardian stating the reason for the tardiness and the time of

arrival even if the tardiness is not to be excused.

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

- Third Tardy: Attendance Warning and Contact Home
- Fifth Tardy: Office Detention and Contact Home
- Every Third Tardy Afterwards: 2 Office Detention(s) or Wednesday Morning Detention

It is the student's responsibility to monitor their attendance and to remain aware of the number of tardies accumulated.

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

Tardy to Class

Students who are 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:

- 1st Offense: Teacher Detention
- 2nd Offense: Office Detention
- 3rd Offense: Extended Office Detention

Excessive tardiness to class shall be reported to the Assistant Principal who will assign Office Detention or Extended Office Detention as necessary.

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

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, student privileges may be revoked-

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

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

Truancy from School

Students who are truant from school, meaning an adult is unaware that their child is absent from school, will be subject to the following:

- First unexcused absence: Two hours of detention/parental notification
- Second unexcused absence: Suspension and a student/parent conference with the principal.

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

Investigating and Recording Extended Absences:

The procedure for investigating extended absences and must document reasonable efforts to locate the student and determine the reason for not attending. The procedure should include attempts to contact the parents/guardians by phone, email, through certified mail, or by a home visit. If attempts to locate a student or confirm whereabouts are unsuccessful, the student should be reported as a dropout/student status or location is unknown. A student that has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student permanently leaving school and shall include contact information for scheduling the exit interview. The offered interview shall occur within 10 days after the sending of the notice.

ACADEMIC POLICIES AND PROCEDURES

Advanced Placement Classes

Scituate High School is committed to the principle that all students are entitled to access opportunities to participate in rich and rigorous curricula. In keeping with this belief, students are encouraged to engage in Advanced Placement coursework when appropriate. As a learning community, we believe that students benefit from the challenge of engaging in college-level coursework during their high school experience. A body of research suggests that students who engage in Advanced Placement coursework in high school are more likely to be successful in their post-secondary education. Students who enroll in an Advanced Placement course are encouraged to take the AP exam in May. There is a College Board exam fee associated with the AP exam. If a student has financial difficulty with the fees, they should contact the counseling department prior

to September 30th.

Cheating and Plagiarism

Cheating undermines the basic relationship of trust between a student and teacher. It prevents the proper evaluation of a student's work, it detracts from the achievement of all students in the class, and it is one of the most serious offenses a student can commit. Cheating includes (but is not limited to):

- Illicitly sharing or learning of specific questions on an exercise before it is given.
- Illicitly sharing or obtaining information during an exercise (this includes homework), accessing information from a drive, etc.

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.

In keeping with the responsibility of the school to teach standards of scholarly work generally accepted in colleges and to promote the integrity of its students, plagiarism is regarded as a most serious matter and will be handled as a form of cheating.

First offense: Student may earn a failing score for the assignment. Parent/caregiver will be contacted.

Second offense: Student will earn a failing score for the assignment. Student will also receive two office detentions. Parent/caregiver will be contacted.

Third offense: Student will earn a 0% for the assignment. Student will also receive four office detentions. Parent/caregiver will be contacted.

If the student is a member of the National Honor Society, the student will be removed from that society; if the student is not a member of the National Honor Society, the incident will affect the student's selection for membership. Any student found to be providing information to a fellow student during a test or examination or preparation of graded work that is expected to be the student's own will be considered as guilty of cheating as the student receiving the assistance and the full force of the rule will apply to him/her as well. If the student holds any formal leadership role or roles in the school, those roles will be terminated for the school year.

Classroom Communication

Communication between home and school is a priority at Scituate High School, and staff is committed to developing and implementing effective strategies for facilitating strong connections between home and school. In the instance that a question or concern arises, there are several avenues by which that question or concern can be answered or resolved. Generally, matters

concerning the classroom should first be directed to the teacher. If the matter cannot be resolved satisfactorily, it should then be brought to the attention of the student’s school counselor. If necessary, the school counselor will arrange for a meeting of the student, parent/guardian, the teacher, the counselor, and the appropriate grade administrator.

Any emergency issue, or problem related to school policy or protocol, should be brought to the immediate attention of one of the assistant principals. The principal works with students, staff, and parents/guardians to be sure that inquiries are responded to by school staff in a timely and sensitive manner, and to ensure that the steps to resolving concerns outlined above are followed. The process below outlines steps to resolving student or parent questions and concerns that may arise.

1. The student discusses the issue with the teacher;
2. Should the conflict not be resolved, a meeting between the parent, student and teacher will be arranged with the Department Chair;
3. If the conflict is still not resolved, a meeting between the parent, student, teacher and school counselor will be arranged.
4. A meeting with an Assistant Principal may be requested if a resolution cannot be reached through the steps outlined above.

Community Service

All Scituate High School students are required to serve 30 hours for 2024; 40 hours for 2025; and 50 hours for 2026 and beyond 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.

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. GPA calculations are calculated at the completion of each academic school year. A student’s cumulative GPA is calculated by averaging the GPA from each completed academic year.

ADVANCED PLACEMENT	HONORS	COLLEGE PREPARATOR Y
A=5.0	A=4.5	A=4.0
A-=4.67	A-=4.17	A-=3.67
B+=4.33	B+=3.83	B+=3.33

B=4.0	B=3.5	B=3.0
B-=3.67	B-=3.17	B-=2.67
C+=3.3	C+=2.83	C+=2.3
C=3.0	C=2.5	C=2.0
C-=2.67	C-=2.17	C-=1.67
D+=2.33	D+=1.83	D+=1.33
D=2.0	D=1.5	D=1.0
D-=1.67	D-=1.17	D=-.67
F=1.33	F=.83	F=0

Graduation Requirements

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. 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. Freshman and sophomore students must carry 28 credits each year. Junior and senior 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 one quarter of Health and one quarter of Physical Education each school year. The school reserves the right to withdraw any course due to insufficient enrollment. 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 credits in each core course
MATHEMATICS	16 Credits	Including Algebra 1, Algebra 2, Geometry (or other courses per discretion of Dept. Chair)
SOCIAL STUDIES	12 Credits	Including 2 semesters of World History & 4 semesters of U.S. History
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
FOREIGN LANGUAGE	8 Credits	In a single language
FINE ARTS	4 Credits	
ELECTIVES	20 Credits	Additional credits from any discipline

Home and Hospital Tutoring

Scituate Public Schools provides home and hospital tutoring for students who, in the judgment of their physician, should remain at home or in the hospital on a day or overnight basis, or any combination or both, for a period of not less than fourteen school days in any school year. 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 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. 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 submitted to the appropriate classroom teacher's mailbox indicating the student's name and course.
- Teachers will not provide the tutor with additional chapters or units until the previous work is complete.
- Passing 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.

Home or hospital tutoring is considered short-term and is not a replacement for regular attendance at school. According to the Massachusetts Department of Elementary and Secondary Education, the goal of home/hospital tutoring is to "...minimize the educational loss that might occur during the period the student is confined at home or in a hospital".

[603 CMR 28.00: Special Education - Education Laws and Regulations](#)

[Homework Philosophy and Expectations](#)

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 their 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 two days per day of absence. Teachers have the discretion to be flexible with this policy depending on the student's situation. 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.

In the event of a student's absence, it is the responsibility of the student ~~or their parents~~ to request homework assignments. The 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 students not miss the daily classroom instruction, which cannot be replicated.

[Internet Acceptable Use Policy](#)

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. All students will be provided a student network login ID and password that they should not share with other students. Students are expected to take individual responsibility for appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Scituate Public Schools. All scit.org e-mail and other Internet files and records may be accessed and examined by

administrators. Administration retains the right to inspect any user's virtual hard drive, school-owned computer, Internet history, or email if a suspected violation of the network technology policy or any other district policy has occurred. Administrators will also advise law enforcement agencies of illegal activities conducted through the SPS computer network and will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the Scituate Public Schools computer network. No one should assume that their use of the Scituate Public Schools Internet will be private.

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.

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.

Use of Personal 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. 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.

Student Safety: Students using personal technology devices must follow the guidelines stated in the Acceptable Use Policy while on school property, attending any school sponsored activity or event, or when using the SPSs network. 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 information that they consider personal/confidential and wish to keep private. Personal devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Responsible Use Guidelines have been violated.

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.

Impersonation: Attempting to log on to the network when utilizing technology, or impersonating a system administrator or district employee, staff member, student, or individual other than oneself, will result in school disciplinary and/or appropriate legal action may be taken.

Inappropriate Language: Using obscene, profane, rude, vulgar, threatening/harassing/bullying language when utilizing technology for instructional time, is prohibited, in addition, school disciplinary and/or appropriate legal action may be taken.

Unacceptable Use:

- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means; and
- the use of anonymous proxies to get around content filtering is strictly prohibited and is in direct violation of this agreement and CIPA.

Online Etiquette: Follow the guidelines of accepted behaviors within the school handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use school online access to make, distribute, or redistribute jokes, stories, cyber bullying, obscene material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual

orientation.

Care of Equipment: Users are responsible for the care of any physical technology equipment, including but not limited to tablets, cables, servers, computers and printers. Broken or damaged equipment should be reported to the technology office immediately. Technology equipment should never be left unattended or in an unlocked locker. Users should not loan technology equipment signed out to them to another student, teacher, friend or family member.

Internet Safety: Use of the Internet has potential dangers. Users are encouraged to visit the website of the Massachusetts Plymouth County District Attorney's Office regarding Internet safety. Internet Safety Tips are available [here](#).

Things you should never do:

- never, ever, agree to get together with someone you "meet" online;
- never give out your personal information, including your age;
- never send pictures of yourself, your friends, your family or any other personal material to a friend you meet online; and
- never give your email address to anyone on the Internet without first asking permission of your parents.

Beware that people online may not be who they seem. Because you cannot see or hear a person who is online, it's easy for them to pretend they are someone they are not.

Privacy: Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The Administration of the Scituate Public Schools reserves the right to examine all data stored on district-owned storage media involved in the user's use of the Scituate Public School System Internet or Network service. Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

[Report Cards](#)

Report cards are issued at the end of each quarter. Letter grades, including plus or minus, are used to designate a pupil's progress.

[SAT Test Program](#)

The most widely used tests for college acceptance are the Preliminary SAT (PSAT) and the SAT. These tests are usually taken during the junior and senior year. Students who have completed Geometry should be prepared to take the PSAT. The junior year PSAT serves to qualify for National Merit Scholarships. Typically, students take the SAT Reasoning Test in the spring of their junior

year and repeat the same in the fall of their senior year. SAT Subject Tests are required by some colleges. SAT Subject Tests may be utilized for admission, placement, and/or exemption from freshmen courses. All of the tests described are products of the College Board. Some students may prefer to take the ACT offered by the American College Testing Program. Students with questions about college admission tests should contact their school counselor.

Please refer to the scit.org/shs website for testing dates being held at the high school.

Summer School

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.

Three Year Graduation Option

Under certain circumstances, a student may be certified for graduation at the end of three years at Scituate High School. A student would have to be accepted at an accredited institution of higher learning and enrolled in the institution in the fall. No waivers of this policy will be allowed by the administration. The diploma will be awarded upon successful completion of one semester of academic work at the institution of higher learning.

Three and One Half Year Option

Scituate High School students who have acquired 90 credits at the end of their junior year will have the option to elect to leave in January of their senior year if they have met minimum graduation requirements. If a student is interested and eligible, he/she/they must notify the counselor by May 1 in the junior year. Parental permission must be secured and an approved schedule arranged for the senior year. Students who choose to leave in January and are involved in athletics must abide by MIAA rules and regulations (61.1.1) that state that an early graduate may represent their school until the end of the sport season in which he/she is participating. Any student who chooses to remain involved in athletics and/or co-curricular events is subject to the jurisdiction of the school principal. Students are welcome to take part in all graduation related

functions and to participate in the graduation ceremony in June.

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, their grade point average from their previous school will be calculated into the student's 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.

ATHLETICS AND ACTIVITIES

SHS Athletic Handbook

Behavior at Athletic Events

Good sportsmanship is expected of players, coaches, and fans. The student athletes competing give it their all, and should be congratulated solely for their efforts, determination and teamwork. We expect that all cheering be supportive and spectators are reminded that one's presence at an event does not entitle one to jeer, criticize or taunt players, coaches or officials. These guidelines are not intended to silence fans, but instead to create a respectful, supportive atmosphere worthy of the academic setting in which these games are contained.

- Positive applause and cheering of all participants is encouraged.
- Taunting, baiting or harassing of a participant, coach, official or spectator will not be tolerated. No singling out of game participants by name, number or likeness in a negative fashion.
- The Athletic Director, an administrator, or designee will advise on the discontinuing of chants or behaviors deemed negative or inappropriate. Please refrain from negative chants.

The Athletic Director, an administrator, or designee will advise on the discontinuing of noise that is solely intended to distract the opponent. Support your team; please refrain from behaviors designed solely to distract. All MIAA rules, including those regarding signs and noisemakers, must be followed. Spectators who are unable to demonstrate appropriate conduct at Scituate High School sanctioned athletic activities will be subject to the following outcomes:

1. Verbal warning by official, head coach, and/or administration
2. Written warning by administration
3. Game suspension
4. Season suspension
5. Year long suspension from building, grounds, and events

Chemical Health Policy

Notwithstanding the provisions of the Code of Conduct, and in keeping with the additional expectations, any student found to be in violation of the chemical health policies will be subject to the Scituate High School consequences delineated above. In addition, all participants in MIAA governed high school sports will be subject to all MIAA rules regarding chemical health.

In-Season Student Athlete: First Violation

The student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program.

In-Season Student Athlete: Second and Subsequent Violations

The student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. Penalties shall be cumulative each academic year. If the penalty is not completed during the season of the violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. Scituate High School also holds those students in leadership roles (i.e. team captains, class officers, organization or club officers, peer educators) to high expectations. Leaders carry with them the responsibility to guide those in their charge and in so doing must be held to the strictest standards. In keeping with the additional expectations on students in leadership roles (e.g., team captains, Student Government, club/organization officers), violations of Chemical Health Policy at any point in the calendar year will result in the forfeiture of leadership positions. Therefore, any violation of the chemical health policies will result in the forfeiture of leadership roles for 3 athletic seasons. During the second season of leadership forfeiture, a student may request to be eligible for leadership opportunities during the third season by submitting a written request to the principal. The principal may consider reinstating leadership opportunities only if the student is in good standing during the academic term during the second season. All drug and alcohol offenses are cumulative, all school and non-school related offenses are cumulative. Chemical Health Policy violations may be school related or non-school related. School related violations refer to those infractions that occur during the school year or at school-sponsored activities.

Standards for All Student Leaders, Officers, and Team Captains

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. These acceptable behaviors include all areas of social media, both in-school and outside of school behaviors while holding a leadership position as a student in both athletics and academics. Students who do not adhere to these standards may be removed from their positions. These standards apply to the following: captains of all athletics, mentors, class officers, student council representatives, activity/club officers, as well as other elected or appointed positions.

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.

- 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

Co-Curricular Activities

Participation in co-curricular activities and athletics is voluntary. These activities are not curriculum related and students do not have a statutory right to participate. Participation is contingent on meeting eligibility requirements and satisfaction of local and MIAA rules. Students, as representatives of Scituate High School, must conform to a high standard of behavior. The Massachusetts Interscholastic Athletic Association has published Rules of Chemical Health for all inter-scholastic athletes. Member schools are alerted that this rule represents a minimum standard upon which schools may develop more stringent requirements. Scituate High School does have more stringent standards, which apply to all co-curricular activities. If a student behaves in such a manner that a school administrator, teacher, coach or co-curricular advisor determines those actions to violate the principles, values, or Code of Conduct of Scituate High School, or any of its teams or co-curricular activities, that student may be subject to suspension from

participation in athletics and/or other co-curricular activities for up to an entire school year. Co-curricular activities are activities that include interscholastic athletics, clubs and school organizations. The school administration encourages pupil participation in a variety of school activities including athletics, and permits membership in any number of clubs, student organizations or teams. All co-curricular activities must be under the supervision of an advisor or coach.

Eligibility Requirements: Academic

Scituate High School values both academic success and co-curricular involvement. The following policy strikes a balance between a desire to keep students involved and to hold them accountable for their academic performance.

- 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
- 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 and inclusive manner towards all members of the school community

Student Clubs and Activities

Students participating in voluntary co-curricular activities, including but not limited to intramural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intramural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and

compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

Please visit the Scituate High School website at scit.org/shs and select Student Life to find a listing of all the clubs and activities offered. **Clubs and Activities - Scituate High School**

National Honor Society

National Honor Society Membership Induction: To qualify for induction into the National Honor Society, a student must be approved by the principal or designee as well as:

- 1) Be a student of Scholarship
 - GPA of at least 3.7000 as published by the School Counseling Department or published in ASPEN after the first semester junior/senior year
- 2) Be a student of Character (for example but not limited to)
 - Two statements of endorsement from a teacher or community leader (at least one from a teacher)
 - No suspensions
 - No incidents of harassment, cheating, stealing, disrespect, insubordination, or chemical health violations
 - No outside school arrests
 - No incidents of unacceptable internet/social media use
 - Have an attendance record in good standing including tardiness and dismissals
- 3) Be a student of Service
 - At least 50 hours of Community Service as recorded in ASPEN as of the end of 1st semester Junior year for students inducted during junior year
 - At least 60 hours of Community Service as recorded in ASPEN as of the end of 1st semester Senior year for students inducted during senior year
- 4) 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:

- 1) Attend National Honor Society meetings

- 2) Contribute a minimum of six hours of NHS sponsored tutoring or other approved activities
- 3) Maintain a high academic record the same as the criteria for induction
- 4) Maintain the “student of character” standard the same as the criteria for induction

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/electronic cigarette 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.

CODE OF CONDUCT

Respect in Our School Community

Respect is fundamental to a positive school climate. We believe the culture at Scituate High School is characterized by conduct in which individuals respect themselves, staff, and property. Pride in one’s self and the school community is displayed by students respecting the physical site and all educational materials. Respect includes such behaviors as: following 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. We seek to prepare students for a world in which respectful behavior is of high value, we seek to create a positive school culture where teachers come prepared to teach and students come ready to learn. *Disrespectful behavior diminishes us all, and those who ignore such behaviors are, in fact, giving approval by their silence.*

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 school

community includes students, teachers, administrators, counselors, bus drivers, substitute teachers, custodians, administrative support staff, cafeteria workers, parent volunteers, and school visitors. Respect is fundamental to a positive school climate, and we believe our Scituate High School community is our “home away from home.” School personnel are committed to ensure compliance with our Code of Expectations in a fair, consistent, and judicious manner.

Restorative Practices

As a result of inappropriate behavior in school, students may be asked to provide an active solution to repair any harm they have done to others in the school community. This may be done through a variety of informal and formal meetings and actions. This is in conjunction with traditional disciplinary measures.

Security Cameras

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.

Student Conduct and Behavior/Discipline Procedures

The atmosphere of a school is a reflection of the attitude of its students and staff toward the school and toward each other. It is of equal concern that we achieve an atmosphere of order, self-discipline and mutual respect. It is our hope that school can be administered without threats of disciplinary action. However, we realize that a disciplinary code with appropriate progressive discipline is necessary. With progressive discipline, consequences increase upon repeat occurrences. In some circumstances, discipline may be accelerated at the discretion of the administration when the student’s conduct is sufficiently serious to warrant greater discipline. Our code includes the following:

- Teacher Redirection/Warning
- Parental Notification
- **Teacher Detention:** All teachers will handle their own detention for minor incidents occurring within their jurisdiction. Teacher detention will take precedence over all school activities. Teacher detentions may be issued for, but are not restricted to, the following:
 - class disruption of a minor nature that impedes the educational process
 - tardiness to class
 - Missing class time without prior notification/approval
 - unapproved use of electronic devices

- **Office Detention:** Administration may issue detention in addition to teacher-issued consequences. The following are examples of offenses for which students may be assigned office detention:
 - Disruptive behavior in the classroom, corridors, cafeteria, LMC, or on the school bus Participation in actions/activities which are not appropriate in school or on school grounds
 - Presence in areas of the building/areas of the building without prior approval
 - Unexcused/excessive tardiness
 - Failure to report to the office when tardy or directed by a teacher/staff member
 - Failure to serve office detention may result in further disciplinary action. Students are expected to serve all detentions, teacher, and office, immediately upon issuance
- **Suspension:** Serious infractions of the Discipline Code require consequences commensurate with the violation. The school district reserves its right to suspend students for offenses other than those listed within the handbook based on the particular facts of the situation. The school assigns both in-school and out-of-school suspensions for Tier 3 behaviors and activities (see below). During the time of suspension, a student may not participate in or attend any school-sponsored sports practices, games, or other extra-curricular activities, home or away. Furthermore, the student must remain off school premises during the time of the suspension.
- **Expulsion:** Any student who is charged with a violation that may lead to expulsion 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 serious Tier 3 offenses.

Exception for Emergency Removal

Notwithstanding the provisions for suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption by the student. The temporary removal will not exceed two (2) school days following the day of the emergency removal during which time the principal will provide the following:

- Make immediate and reasonable efforts to orally notify the student and the student’s parent(s) of the emergency removal, the reason for the emergency removal, and other applicable matters.
- Provide notice to the student and parent(s) as outlined in the procedures for suspension.
- Provide the student an opportunity for a hearing with the principal, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless the principal, student, and parent agree to extend the time.
- Render a decision in a timely manner.

[Disciplinary Suspensions 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 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/they is informed of the charge against him/her and the basis for the accusation, and unless he/she/they is given a chance to tell their side of the story. Link: [Massachusetts law about student discipline](#).

[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 their 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: Eligibility to Participate in School Activities and Events 603 CMR 53.11 [603 CMR 53.00: Student Discipline - Education Laws and Regulations](#)

Suspensions The Scituate Public Schools adhere to the Student Discipline Laws and Regulations as set forth in MGL Chapter 37H, 37 H1/2 and 37 H 3/4 and 603 CMR 53.00 et seq.

In School Suspensions: 603 CMR 53.10

Notice of In-School Suspensions: 603 CMR 53.10

Parent Meeting

The principal or his/her/they 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 meetings shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or their 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.

Appeal Process

Students may appeal any disciplinary action, exclusive of those taken due to MIAA regulations, through the principal and Superintendent of Schools. Any student who has been suspended or expelled from the school district pursuant to MGL c. 71, Section 37H 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 the 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.

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

Upon a student being suspended or expelled from school pursuant to MGL c. 71, Section 37H ½, the student shall notify the superintendent in writing of their request for an appeal no later than five (5) calendar days following the effective date of the suspension or expulsion. The Superintendent will hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

The suspension/expulsion remains in effect throughout the appeal process. The highest level of appeal for any suspension will be to the Superintendent of Schools.

See Mass. Gen. Laws Chapter 71, Sections 37 H, 37H 1/2, and 37H 3/4 for details pertaining to suspensions, expulsions, and the notification and appeal process.

No Right to Appeal

The decision of the Principal or their designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

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 their designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or their 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 53.00: Student Discipline - Education Laws and Regulations](#)

Emergency Removal of a Student:

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 their 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 their designee, may, in their 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 their designee with the following process:

Discipline of a Student Educated on an IEP

All students are expected to meet the requirements as set forth in this handbook. Massachusetts General Laws require that additional provisions be made for students who have been found eligible or are currently in the evaluation process, by an Evaluation Team, to have special needs and whose program is or could be described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. The principal or designee will notify the Special Education Office of the suspension of a special needs student and a record will be kept of such suspensions.
2. In accordance with special education regulations, when it is known that the suspension(s) of a special needs student will accumulate to greater than ten (10) days in a school year, a manifestation hearing will convene to determine whether the student's disciplinary behavior is a manifestation of their handicapping condition. The IEP will be reviewed to determine appropriateness of the student's placement or program.
3. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.
4. There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include:
 - a. carrying or possession of a weapon
 - b. knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance
 - c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
5. The Individuals with Disabilities Education Act (IDEA)- The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if:
 - a. the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services;

- b. the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or
 - c. the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel.
6. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA. Discipline of Students Educated on a 504 Plan School personnel may not suspend a student on a 504 plan for more than ten consecutive days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students.

[Massachusetts General Laws Chapter 71, Sections 37H, 37H1/2, and 37H3/4](#)

In order to maintain an environment conducive to teaching and learning we will declare unequivocally that weapons, illegal drugs, alcohol, and violent acts have no place in an academic setting. The Massachusetts Education Reform Act of 1993 was signed into law on June 18, 1993. This law has a direct impact on some student discipline policies and procedures. The information contained below details policy and procedural changes that are now in effect in all schools in Massachusetts. The Massachusetts Education Reform Act supersedes pertinent discipline policy and procedures that are outlined in the student handbook. These policies and procedures include:

A. Possession of Weapons / Drugs

B. Assault on School Personnel

It is important for students and parents to understand and be mindful of the information listed below:

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

2. Any student who assaults a principal, vice 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.
3. 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 their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. 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 10 days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.
5. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.
6. Upon a student being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion with the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such a decision shall be the final decision of the city, town, or regional

school district with regard to expulsion.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H1/2 for more than 10 consecutive days shall have an opportunity to receive education services and make academic progress during the period of removal through the school-wide education service plan. Section 37: Section 37L of said chapter 71 General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment. A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incident reports in which such student was charged with any suspended act.

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

Section 37H3/4.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days.

The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel.

The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

The following list is meant to be a representative but not an exhaustive list of potentially disciplinable offenses per the code of conduct.

Tiered Disciplinary Infractions

TIER 1 INFRACTIONS

Consequence: Minimum of 1 office detention and/or Restorative Practices

- Disruptive conduct in class or school building, on school grounds or on school buses
- Disrespectful speech or action done toward any member of the school community in the building or on school grounds
- Failure to report to a teacher-assigned detention
- Habitual loitering after school hours
- Gambling in school or on school grounds

- Unacceptable social behavior
- Failure to return and/or pay for lost or damaged books
- Repeated violation of dress code
- Failure to report to the office when tardy to school
- Other behaviors and activities deemed to fall within Tier 1 Offenses

TIER 2 INFRACTIONS

Consequence: Minimum of 2 office detentions, up to suspension, and Restorative Practices

- Failure to report to Office Detention
- Repeated violation of rules outlined in Tier 1
- Defiance or failure to comply with a request made by any staff member
- Knowingly lying to a staff member or administrator
- Failure to report to homeroom, class, or lunch
- Encouraging or arranging fights
- Throwing food or objects of any kind
- Forgery
- Plagiarism or cheating of any type
- Profanity or disrespect toward any staff member
- Damaging school property or other people's personal property
- Inappropriate physical contact, including horseplay and "fake-fighting"
- Making and/or throwing snowballs on school property
- Misrepresentation or failure to give correct identity when asked by school personnel
- Creating a safety hazard
- Disruption in, or having to be removed from office detention
- Other behaviors and activities deemed to fall within Tier 2 Offenses

TIER 3 INFRACTIONS

Consequence: Minimum of 2 to 10 days' suspension and/or referral for expulsion and Restorative Practices

- Bullying or Harassment of any nature that creates a hostile environment for the victim within the school setting
- Discrimination based on a student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, or disability.
- Hazing: any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person

- Physical violence/fighting or threat of physical violence, including aggression, intimidation, trespassing, or harassment directed toward any school employee, School Committee member, student, or guest and their property regardless of location.
- Profanity, obscenity, discourtesy, or disrespect toward teachers, substitute teachers, secretaries, custodial staff, cafeteria personnel, bus drivers, administrators, and other students.
- Possession, use, or sale of alcohol
- Possession, intent to possess, use, sale, distribution, or purchase of drugs or drug paraphernalia (prescribed or over the counter; possible cause for expulsion according to Chapter 71, Section 37H of Mass. Laws)
- Possessing, using, or being in the presence of tobacco products and smoking/vaping products, including cigarettes, cigars, chewing tobacco, vaping liquid, vaporizers, or e-cigarettes [Tobacco Use by Students](#)
- Possession or use of weapons or facsimile weapons
- A bomb threat call
- Chronic defiance or insubordination. It is expected that the lawful direction and order of teachers and administrators will be carried out immediately. However, if students feel that this direction is unreasonable, they must first comply with the direction of the teacher or administration and then seek an appeal at the next highest level of authority.
- Defacing school property
- Disruption of any school-sponsored event
- Initiating a false fire alarm
- Leaving school grounds without permission
- Presence in a restricted area
- Possession of hazardous materials (fireworks, incendiary devices)
- Any disruptive act that significantly interferes with the educational atmosphere of a classroom or of the building
- Repeated violation of rules outlined in Tier 1 or Tier 2
- Setting off false alarms (violations of this rule will also be referred to the police chief and fire chief)
- Spitting at another person
- Stealing/Theft or Receiving Stolen Property
- Truancy
- Other actions that are determined to be harmful or dangerous to oneself or others/ behaviors and activities deemed to fall within Tier 3 Offenses

[Alcohol](#)

Students exhibiting signs of having consumed alcohol such as, but not limited to, glassy eyes, slurred speech, unsteadiness on the feet, or the emission of an alcoholic odor may be required to

take a Breathalyzer test administered by a school administrator. If a student tests positive for alcohol he or she will receive two additional opportunities to take the test. Students who test positive for alcohol or students who refuse or are unable to take a Breathalyzer test upon determination that there is reasonable cause to suspect they have consumed alcohol will be subject to all school rules relating to the use and/or possession of alcohol. The use of alcohol in and out of season as well as in and out of school is illegal and a serious offense. Any possession or consumption of alcohol by a student in or before school, on school property, and at or before any school-related function, will result in up to and including ten (10) days suspension from school, twenty (20) consecutive calendar days co-curricular suspension, thirty (30) consecutive calendar days of social probation and forfeiture of all formal leadership roles for three (3) athletic seasons for the first offense with readmission through the principal or designated administrator.

Alcohol/Substance Abuse Policy

The use, possession, or sale/distribution of alcoholic beverages or controlled substances on school property or at school-related events is forbidden by state law. A student shall not, regardless of the quantity, use/consume, possess, buy/sell, or give away any beverage containing alcohol or any other controlled substances. Possession of drug paraphernalia is a violation of this substance abuse policy. Student-athletes found in violation of the SHS alcohol/substance abuse policy are also in violation of the MIAA alcohol/substance abuse policies.

Drugs

The use of drugs, including steroids in or out of the season as well as in or out of school, is illegal and a serious offense. Drugs are defined as a controlled substance as defined in Chapter 94C, including, but not limited to marijuana, cocaine, and heroin. A violation of the Scituate High School Chemical Health Policy in or before school or at a school-related activity will result in up to and including ten (10) days suspension from school, twenty (20) consecutive calendar days co-curricular suspension, thirty (30) consecutive calendar days of social probation and forfeiture of all formal leadership roles for three (3) athletic seasons for the first offense with readmission through the principal or designated administrator. School related and Non-school related drug violations including transporting, possessing, consuming, or distributing, will result in co-curricular suspension for a up to and including a minimum of thirty (30) consecutive calendar days for the first offense and also the forfeiture of all formal leadership roles for three (3) athletic seasons. Subsequent offenses will incur suspension from all co-curricular activities and social probation based upon the length of the student's school suspension. In addition, the student will forfeit all formal leadership roles for the remainder of high school.

Leaving School Grounds without Permission

Leaving the school grounds without permission is an automatic suspension offense. When a student voluntarily cuts a class that student receives no credit for any assessment taken or given

for the day. A student is responsible for work missed during a period of suspension and may receive credit for the work done. If a student uses their vehicle to leave school grounds without permission, that student may lose their parking privileges as determined by the designated school administrator.

[Tobacco, Nicotine Products, & Vaping](#)

Smoking, chewing tobacco, or vaping by Scituate High School participants in co-curricular activities, including athletics, in or out of season, as well as in or out of school is a violation. The use of tobacco/nicotine products of any kind, including delivery through vapor (vaping), is prohibited on school property and at school-related events. According to Chapter 71, Section 37H of the MGL, the School Committee prohibits the use of any tobacco products within the school buildings, the school facilities, or on school grounds, or on school buses by any individual including school personnel.

[Vape Detectors](#)

The Scituate School Committee supports the use of vape detectors throughout the Scituate High School buildings for the purpose of discouraging the use of electronic devices. State law and school board policy prohibits smoking/vaping in school buildings and on school grounds at all times by all persons; this includes vaping with electronic cigarettes and vapor pens. Scituate High School policy also prohibits the possession of any tobacco or nicotine products. If a student is in the vicinity of a vape detector that notifies administration of an occurrence of possible vaping, administrators may search the student. Parents will be notified in such cases. Students who act as lookouts for smokers, are knowingly present, or in possession of a device will be subject to discipline. Any student in violation of the laws concerning tobacco products and/or smoking, including but not limited to e-cigarettes and vapor pens will be subject to discipline as determined by administration. Students struggling with nicotine related substance abuse and looking for help will be supported in their efforts to live substance free.

[Electronic Devices](#)

The Scituate Public Schools encourage the appropriate use of online communication, including social media, to increase student and staff learning, parent and community engagement, and operational efficiency. When using online tools, members of the Scituate Public Schools community when acting as representatives or employees of the Scituate Public Schools will use appropriate behavior when the communication impacts or is likely to impact the classroom or working environment in the Scituate Public Schools. Students are responsible for their own social media accounts and adhere to appropriate use when using social media both inside and outside of school. Communications on social media by students brought to the attention of school administrators which may impact the immediate school environment and the safety of all students or have impact on our students well-being are subject to investigation by administration and

consequences per our Code of Conduct.

Scituate High School also recognizes the potential distraction that such electronic devices can create when used at inappropriate times, in inappropriate places, or for non-academic purposes. Teachers are the direct supervisors of their classrooms and may confiscate the electronic device as soon as the device is perceived to be a distraction or used in an unintended fashion. Inappropriate use of electronic devices, as determined by a faculty member or administrator, will result in the confiscation of the electronic device.

Cell Phones

Students are allowed to responsibly use their cellphones in school before the school day begins, during passing between classes, in the cafeteria during their assigned lunchtime, and after the school day ends. In classrooms during class time, students may have silenced cellphones on their person, but not visible. The use of cellphones during class time, or in a disruptive or irresponsible manner in school, is prohibited. Teachers may allow the use of cellphones for instructional use in their classroom at their discretion. Students may only use cellphones in class with prior approval by the classroom teacher for educational purposes. Students are not permitted to use cellphones on their way to the restroom or any other destination while classes are in session, as the distraction will delay students' return and interrupt the educational process. Teachers may ask students to place their phones in an area of their classroom prior to the start of class. Students who use cell phones or other electronic devices in the halls or in classes without permission, or in a manner that is disruptive will be held to the following standards:

First Offense:

- Warning from teacher- student will put phone away

Second Offense:

- Teacher will confiscate phone
- Student's phone will be turned in to the main office to be picked up at the end of the school day from an administrator

Third Offense:

- Student's phone will be turned in to the main office to be picked up at the end of the school day from an administrator and will receive an Administrative Detention

Fourth Offense and Subsequent Offenses:

- Student's phone will be turned in to the main office
- The student's parent/guardian will pick up the phone from the main office at the end of the student's scheduled school day
- 2 Office Detentions

Parents/Guardians are asked to conform to this policy. Any student needing to contact a parent/guardian may come to the main office to do so. Any parental/guardian contact should be made through the school main office.

Any of the above infractions may be given an alternative decision or punishment at the discretion of the building principal.

Dress For Success

Appropriate student dress reflects positively on the school community. Students should consider school their place of employment and dress appropriately. To ensure the school environment is conducive to education, students will be prohibited from wearing clothes that disrupt the learning process or otherwise compromise health, safety or cleanliness. All students must abide by the following standards:

- Clothing must be free of offensive language that might include, but not be limited to, references to drugs, alcohol, violence, profanity, or sex or depict hate speech or imagery that targets groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other classification.
- All students must be fully clothed at all times during school and school-sponsored events, with all undergarments covered. Tops must have straps- no see-through garments, tube tops, and lingerie-type items.
- No bare feet.
- Hoods are not permitted.

The school administration reserves the right to determine whether the student's attire is within the policy standards. Any student not attired in accordance with the policy shall have an opportunity to correct the violation.

Bullying and Harassment

Scituate Public Schools maintains a comprehensive and thorough Bullying, Harassment, and Retaliation Policy, which is maintained in the School Committee's Policy Manual and is in accordance with M.G.L chapter 71, section 370.

Bullying is defined as acts repeated over a period of time that is intended to intimidate, threaten, harm or harass another individual. Bullying in school occurs when one or more students or adults repeated written, verbal, electronic, or physical conduct has the purpose or effect of (i) causing physical or emotional harm to the victim or damaging the victim's property; (ii) placing the victim in reasonable fear of harm to himself or his property; (iii) creating a hostile environment at school for the victim; (iv) infringing on the victim's rights at school; or (v) interfering with an individual's educational process or the orderly operation of the school.

Bullying includes cyber-bullying. Cyber-bullying is defined as "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, photoelectric 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.” Bullying includes incidents that may not be primarily based within the school/school day, but impact the student’s learning environment. A single incident, depending upon the severity, may constitute bullying or illegal harassment. A hostile, offensive or intimidating school environment may be created by the following behaviors:

- Degrading, demeaning, insulting, or abusive verbal statements, unwelcome physical conduct or contact, or writing of a sexual nature or related to a student’s race, color, religion, national origin, ethnic background, gender, gender identity, sexual orientation, or disability.
- “Cyber-bullying” in which bullying occurs through the use of technology or any electronic communication, including social networking websites.
- Graffiti, slogans or other visual displays (such as swastikas and burning crosses) which contain slurs or insults directed towards another person.
- Treatment of a student in a more or less unfavorable way because the student submitted to, or rejected sexual advances or requests for a social relationship.
- Unwelcome sexual advances, including same-gender harassment.

Acts of bullying and cyber-bullying are prohibited:

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

[Reporting Bullying or Harassment](#)

The coordinator for discrimination concerns (Title VI, Title IX, and 504) for the Scituate Public Schools is the Principal. Students who believe they have been bullied and/or harassed or who have concerns about bullying or harassment should speak immediately with an Assistant Principal, designated contact persons for harassment, or with the Principal. The Assistant Principal or designated contact person will interview the student and assist him/her. If the student does not feel comfortable speaking to the designated contact person, the student may contact any staff member with whom he or she feels comfortable.

- Retaliation against a person who reports bullying or harassment, who provides information during an investigation of bullying or harassment, or who witnesses or has reliable information about bullying or harassment is prohibited.
- Reports of bullying or retaliation may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.
- Students who knowingly make false accusations of bullying may face disciplinary consequences.
- The Assistant Principal or designee shall promptly investigate all reports of bullying or retaliation, giving consideration to all available information, including the nature of the allegations and ages of the students involved.

Please use this form to report and Incident of Bias, Discrimination, and Harassment:

[Incident Reporting Form for Bias, Discrimination, and Harassment](#)

For more information regarding Reporting of Incidents please use this link:

[Reporting of Incidents: FAQ](#)

[Non-Discrimination and Prohibition against Sexual Harassment](#)

All Scituate Public School students and staff have the right to an educational environment free from any type of discrimination, including freedom from sexual harassment. The District has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

[Sexual Harassment Policy](#)

The Scituate Public Schools has 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.

Complaints and Reports of Sexual Harassment

Upon receiving notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint
- Determine whether the complainant wishes to file a formal complaint
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents must be offered supportive measures, even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district). If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate under other district policies and procedures. The school district must send written notice of any dismissal. Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty-day time frame where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good causes may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Retaliation

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

Disciplinary Action

Students guilty of bullying/harassment are subject to discipline. The disciplinary action will be commensurate with the severity of the infraction. Should corrective action be warranted, it may include, but is not limited to, any combination of the following: direction to stop the offensive behavior, verbal admonition, detention, loss of leadership positions, suspension, referral for counseling, or recommendation to the School Committee for expulsion.

Anti-Hazing

Hazing is prohibited under Massachusetts law and will not be tolerated by the school. A student who engages in hazing will be subject to discipline.

Massachusetts General Laws, Chapter 269, Section 17 – Crime of Hazing:

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or be imprisoned in a house of correction for not more than one year or by both such fine and imprisonment. Disciplinary action for school-related hazing is at the discretion of the school administration relative to the severity of the action. The term “hazing” as used in this section and in Section 18 and 19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food or liquor/beverage/drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any other such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18, -- Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand (\$1,000) dollars.

Updated State Laws: [DUE PROCESS PROCEDURES.pdf](#)

Chapter 269, Section 10 – Prohibition against Firearms in Schools

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the

grounds of any elementary or secondary school, college, or university without the written authorization of the board or officer in charge of such school or college shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, firearm shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

CHAP. 94c, SECTION 32J – Drug-Free School Zone

The controlled substance act provides that any person convicted of possessing or selling drugs within 1,000 feet of a public or private school (elementary, vocational, middle, or secondary) whether or not in session shall be punished by a mandatory two-year term of imprisonment.

The registrar shall suspend, without a hearing, the license or right to operate a motor vehicle of a person who is convicted of a violation of this statute, however, that the period of such suspension shall not be licensed to operate a motor vehicle until such person reaches the age of 21 years. In addition, the violator is subject to a fine of not less than \$1,000.

CHAP. 71, Section 37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher aide, or other educational staff on school premises or at school-sponsored/school-related events, including athletic games may be subject to expulsion from the school or school district by the principal.
3. 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.

CHAP. 71 Section 37H 1/2 -- An Act Relative to Safety in Public Schools

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

however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

Upon a student being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantially detrimental effect on the general welfare of the school. The students shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

CHAP. 71 Section 37H 3/4

1. This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.
2. Any principal, headmaster, superintendent, or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process, and avoid using expulsion as a consequence until other remedies and consequences have been employed. For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.
3. If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for

more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal, headmaster, or designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

4. A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student, or a parent or guardian of the student, shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.
5. No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Discrimination, Harassment, and Bias Policy

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Scituate Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. 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 sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, 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 pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Protocol for Reporting and Investigating Discrimination, Harassment and Retaliation

The Scituate Public Schools encourage the appropriate use of online communication, including social media, to increase student and staff learning, parent and community engagement, and operational efficiency. When using online tools, members of the Scituate Public Schools community when acting as representatives or employees of the Scituate Public Schools will use appropriate behavior when the communication impacts or is likely to impact the classroom or working environment in the Scituate Public Schools. Students are responsible for their own social media accounts and adhere to appropriate use when using social media both inside and outside of school. Communications on social media by students brought to the attention of school administrators which may impact the immediate school environment and the safety of all students or have impact on our students well-being are subject to investigation by administration and consequences per our Code of Conduct.

The Scituate Public Schools prohibits bullying and cyberbullying as defined by M.G.L. c.71 & 370 (refer to Policy 5013, Bullying and Hazing). 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.

Discipline Procedures for Students with Disabilities

All students are expected to meet the requirements as set forth in this handbook. Massachusetts General Laws require that additional provisions be made for students who have been found eligible or are currently in the evaluation process, by an Evaluation Team, to have special needs and whose program is or could be described in an Individualized Education Plan (IEP).

The following additional requirements apply to the discipline of special needs students.

1. The principal or designee will notify the Special Education Office of the suspension of a special needs student and a record will be kept of such suspensions.

2. In accordance with special education regulations, when it is known that the suspension(s) of a special needs student will accumulate to greater than ten (10) days in a school year, a manifestation hearing will convene to determine whether the student's disciplinary behavior is a manifestation of their handicapping condition. The IEP will be reviewed to determine appropriateness of the student's placement or program.

3. If a special education student commits an offense which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

4. There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include: a. carrying or possession of a weapon b. knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

5. The Individuals with Disabilities Education Act (IDEA)- The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if:

a. the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services;

b. the child's parent had requested an evaluation of the child to determine eligibility for special education services; or

c. the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel.

6. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined

by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA. Discipline of Students Educated on a 504 Plan School personnel may not suspend a student on a 504 plan for more than ten consecutive days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students.

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.

Link: [Mass DOE Special Education](#)

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.

Link: [Mass DOE Section 504 and the Americans with Disabilities Act](#)

Behavioral Expectations – Section 504 Students

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.

Updated [Laws about Special Education](#)

[Hazing](#)

Massachusetts General Law c.269, section 19 requires the distribution of c. 269, sections 17-19 to the following groups and individuals:

- Every student group and every member, pledge or applicant for membership in that group or organization
- Every non-school affiliated organization of which the school has knowledge

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or

other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Issuance to students and student groups, teams and organizations; report

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post- secondary education shall file, at least

annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such a report.

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 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 15 1B 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. 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.

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. 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. It is the responsibility of the school personnel, students, parents/guardians, and the community to contribute to a school atmosphere which promotes a safe, healthy, and supportive whole-school environment that is conducive to learning. Discipline, as defined by Code of Conduct, must have the qualities of understanding, fairness, flexibility and consistency. All infractions are investigated and students' rights to due process are upheld. 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 their inappropriate behavior and 5) whether alternative consequences are appropriate to re-

engage the student in learning.

Good Samaritans

Students are encouraged and expected to seek help (from administrators and staff, parents, police, emergency services, etc.) when they witness student behavior (acts of harassment, bullying, threatening behavior, drug/alcohol use/abuse) that poses health and/or safety risks for other students and/or members of the school community. 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.

Federal, State, and Local Legal Regulations Non-Custodial Parents' Rights

The Student Record Regulations concerning access to records by non-custodial parents (a parent who does not have physical custody of a student) can be found at 603 CMR 23.07(5). A non-custodial parent may have access to the student record unless the school has been given documentation that: 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or 2. the parent has been denied visitation, or 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or 4. there is an order from a probate and family court judge which prohibits the distribution of student records to the parent/guardian. As required by M.G.L. c. 71, section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Chapter 71: Section 34H. Non-custodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent. At any time the principal of a school is presented with an order of a probate and family court judge which

prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access: Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading: Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One (1) exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged

failures by the school district to comply with the requirements of FERPA.

College and Military Recruitment 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, email, 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. Students and parents will be notified of recruiter visits via daily announcements, and a posting of scheduled visits outside the School Counseling Office. Junior and Senior students may obtain a pass to meet with recruiters through the School Counseling Office. Students must obtain approval from a classroom teacher before being permitted to meet with representatives.

Masks/Face Coverings

All students are required to comply with District policies and rules relative to masks/face coverings, including Scituate's Police EBCFA Face Coverings. Any student who does not comply with the District's face covering policies and rules will be considered not in a condition to attend school. As such, the building principal or designee will work with the parent/guardian and student to develop a plan for the student to meet the conditions required for attendance. Students who refuse to comply with face covering/mask policies or procedures may be subject to the full range of discipline, at the discretion of the building principal.