

KING PHILIP REGIONAL SCHOOL DISTRICT

STUDENT HANDBOOK 2021-2022



Table of Contents

KING PHILIP REGIONAL SCHOOL DISTRICT	12
SCHOOL COMMITTEE	12
KING PHILIP REGIONAL SCHOOL DISTRICT ADMINISTRATION	13
District	13
High School	13
Middle School	13
VISION, MISSION, AND GUIDING BELIEF	14
Vision	14
Mission	14
Guiding Belief	14
21ST CENTURY LEARNING EXPECTATIONS: LIFELONG LEARNING	14
The King Philip student will be an effective listener.	14
The King Philip student will be an effective speaker.	14
The King Philip student will be an effective reader.	15
The King Philip student will demonstrate critical thinking skills.	15
The King Philip student will demonstrate technological skills.	15
The King Philip student will understand and demonstrate a sense of community.	16
The King Philip student will understand and demonstrate a sense of responsibility.	16
The King Philip student will understand and appreciate diversity.	16
The King Philip student will understand and demonstrate behaviors that enhance and maintain wellness.	16
WORLD OF DIFFERENCE PLEDGE	17
SCHOOL REGISTRATION/TRANSFER/WITHDRAWAL	17
Registration	17
Admission of Transfer Students	17
Students Permanently Leaving School M.G.L. c.76, § 18	18
Homeless Students: Enrollment Rights and Services	18
Educational Opportunities for Children in Foster Care	20
Educational Opportunities for Military Children	21
STUDENT WELFARE	23
Supervision of Students	23
Reporting to Authorities: Suspected Child Abuse or Neglect	23
Student Safety	23

Safety on Playing Fields	24
Fire Drills and Emergency Protocols	24
Idling of Motor Vehicles	24
STUDENT HEALTH SERVICES AND REQUIREMENTS	24
Growth and Developmental Screenings	25
Substance Use Verbal Screening	26
Immunization of Students	26
Administering Medicines to Students	27
BUS TRANSPORTATION	27
Student Conduct on School Buses	27
General Rules for Students Riding School Buses	27
FIELD TRIPS	28
Student Late Night or Overnight Travel	28
Student Travel Regulations	29
DISTRICT WIDE ATTENDANCE	30
Student Absence Notification Program	30
Notification of Unexcused Absences	30
Dismissal	31
Exclusions and Exemptions from School Attendance	32
Tardiness to Class	32
Tardiness to School	32
Class Skip Day	33
Truancy	33
DISTRICT DRESS CODE	34
Allowable Dress & Grooming	34
Non-Allowable Dress & Grooming	34
TECHNOLOGY/INTERNET USE	35
Technology Acceptable Use Policy and Agreement for Students	35
Personal Responsibilities	36
Acceptable Uses	36
Unacceptable Uses	36
Privacy of Communications	37
Use of Hardware	37
Limitation of Internet Access	37

Failure to Follow Policy	38
Warranties/Indemnification	38
Liability	38
Publishing on the Internet	39
KPRSD Website	39
Publishing Guidelines	39
Safety Procedures for Publishing on the Internet	39
STUDENT RIGHTS AND RESPONSIBILITIES	39
Homebound/Hospital Education Services	40
Pregnant Students	40
English Language Learners (ELL)	41
Student Publications	42
Student Photographs	42
Student Fees, Fines, and Charges	43
STUDENT RECORDS	43
Inspection of Records	44
Confidentiality of Records	45
Amendment of Records	45
Destruction of Records	45
Transfer of Records	45
Release of Information to the Military and Postsecondary Institutions	45
Directory Information	46
PROTECTION OF PUPIL RIGHTS AMENDMENT ACT (PPRA)	46
STUDENTS WITH DISABILITIES	47
ALCOHOL, TOBACCO, AND DRUG USE POLICY	50
Breathalyzer Testing Procedure:	50
BULLYING AND CYBER BULLYING	52
Prohibitions on Bullying	52
Prevention and Intervention Plan	53
Reporting	53
Investigating Procedures	54
Retaliation	55
Training and Assistance	56
Publication and Notice	56

BEHAVIORAL GUIDELINES	56
Code of Conduct	56
Progressive Discipline	56
Restorative Justice	57
DISCIPLINE FOR STUDENTS WITH DISABILITIES	57
SUSPENSION/EXPULSION INFRACTIONS OTHER THAN DANGEROUS WEAPONS, DRUGS, ASSAULTS ON STAFF OR FELONY COMPLAINTS - M.G.L. c. 71, SEC. 37H 3/4	58
Due Process Under M.G.L. c. 71, Section 37H ¾	59
Emergency Removals; M.G.L c. 71, § 37H ¾ Offenses Only	59
In-School Suspension M.G.L c. 71, § 37H ¾ Offenses Only	60
Due Process for In-School Suspension M.G.L c. 71, § 37H ¾ Offenses Only	60
Principal’s Decision: In School-Suspension M.G.L c. 71, § 37H ¾ Offenses Only	61
Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	61
Due Process for Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	61
Notice: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	61
Principal’s Hearing: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	62
Principal’s Decision: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	62
Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	62
Due Process for Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	62
Notice: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	63
Principal’s Hearing: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	63
Principal’s Decision: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	63
Appeal of Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only	64
Superintendent Appeal Hearing M.G.L c. 71, § 37H ¾ Offenses Only	64
Superintendent’s Decision M.G.L c. 71, § 37H ¾ Offenses Only	64
Opportunity to Make Academic Progress	65
SUSPENSION/EXPULSION INFRACTIONS FOR DANGEROUS WEAPONS, DRUGS, ASSAULTS ON STAFF AND CRIMINAL FELONY MATTERS - M.G.L. c. 71, §§ 37H AND 37H 1/2	65
Short-Term Suspension M.G.L. c. 71, §§ 37H and 37H 1/2	65
Long-Term Exclusion/Expulsion M.G.L c. 71, §§ 37H and 37H 1/2	65
Dangerous Weapons, Drugs and Assaults on Staff M.G.L. c. 71, § 37H	66
Principal’s Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H	66
Appeal to the Superintendent: Long-Term Exclusion, M.G.L. c. 71, § 37H	66
Opportunity to Make Academic Progress	66

Felony Complaints M.G.L c. 71, § 37H 1/2	67
Notice of Principal’s Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H1/2	67
Appeal to the Superintendent: Long-Term Exclusion, M.G.L. c. 71, § 37H1/2	67
Adjudication of Delinquency: Admission of Guilt or Conviction, M.G.L. c. 71, § 37H1/2	67
Notice of Principal’s Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H 1/2	67
Superintendent’s Appeal: Long-Term Exclusion, M.G.L. c. 71, § 37H 1/2	68
Opportunity to Make Academic Progress	68
SEARCH AND INTERROGATIONS	68
Searches by Staff	68
Interrogations by Police	69
Student Pranks	69
Student Strikes/Demonstrations	69
PHYSICAL RESTRAINT	69
DISCRIMINATION & HARASSMENT GRIEVANCE	71
Discrimination, Harassment and Retaliation Prohibited	72
How to Make a Complaint	72
Anonymous Reports	72
Complaint Procedure	73
Interim Measures	74
Leniency on Other Procedures or Rule Violations	74
Timeframes	74
Appeal	74
Civil Rights Coordinators	75
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972	75
HAZING	76
Failure to Report Hazing	76
Issuance to Students and Student Groups, Teams and Organizations	77
EDUCATIONAL OPPORTUNITIES/NOTICE OF NON-DISCRIMINATION	77
MIDDLE SCHOOL: EXPECTATIONS FOR STUDENT BEHAVIOR	79
Middle School: Expectations for Cafeteria Behavior	79
DETENTION	79
Teacher Detention	79

Office Detention Policy (2:15 P.M. to 3:15 P.M.)	80
Corridor Guidelines	80
DISCIPLINARY INFRACTION GUIDELINES	81
GENERAL INFORMATION	84
Visitors	84
Observations of General Education and Special Education Programs	84
Passes	84
Telephone	84
Daily Announcements	84
Professional Development Days	84
Books	84
Cafeteria	85
Energy Drinks	85
Lost and Found	85
Insurance	85
Accreditation	85
18-Year-Old Students	86
College Visits	86
Health and Wellness Promotion	86
Faculty Hours and Extra Help	87
Lunch Program: Free and Reduced	87
No School/Delayed Openings	87
Pledge of Allegiance	87
Work Permits	88
Physical Education	88
Dropping off lunch/food/drink for students in the main office	88
ACADEMIC INFORMATION AND COURSE PROTOCOLS FOR MIDDLE SCHOOL STUDENTS	88
Middle School: Class Changes	88
Middle School: Marking System	89
Middle School: Grade Equivalents	89
Middle School: Report Cards	89
Middle School: Progress Reports	89
Middle School: Promotion	89
Middle School: Honor Roll	90
Middle School: Academic Awards Qualifications	90
Middle School: Cheating	90

Middle School: Incomplete Work and Grades	90
Middle School: Vacations	91
Middle School: Make-Up Work	91
Middle School: Homework	91
Middle School: Study Tips	92
ACADEMIC INFORMATION AND COURSE PROTOCOLS FOR HIGH SCHOOL STUDENTS	92
High School: Advanced Placement/Honors Courses	92
High School: College Preparatory Courses	92
High School: Advanced Placement Courses and Exam Information	92
High School: Generalized Course Programming	93
High School: Course Change Protocol	94
High School: Class Override	95
High School: On-Line Learning	95
High School: Internships	96
High School: Pass/Fail Course Option	96
High School: Dual Enrollment Program	96
High School: Promotion and Graduation Requirements	97
High School: Graduation Ceremony	99
High School: Marking System - Letter Grades	99
High School: Marking System - Grade Equivalents	100
High School: Marking System - Grade Point Average (GPA)/Class Rank	101
High School: Marking System - Policy on Transfer Students	101
High School: Homework Request	102
High School: Make-Up Work	102
High School: Procedures for Midyear and Final Examinations	103
High School: Progress Reports	104
High School: Summer Reading Program	104
High School: Summer School Policy	105
High School: Summer School Credits	105
LIBRARY MEDIA/STUDENT SUPPORT CENTER	105
DEVICE POLICY (ELECTRONICS POLICY)	105
Middle School: Electronics Policy	105
High School: Electronics Policy	106
Recreational Device Policy	106
GUIDANCE	106
Mission Statement for the KPRSD Guidance Department	107

School Support Services in the KPRSD Guidance Department	107
SEX EDUCATION	107
TESTING	108
College Entrance Examination Board Code	108
MCAS	108
Advanced Placement (AP) Examinations	109
PSAT/NMSQT	109
SAT Reasoning Tests	110
SAT Subject Tests	110
PARENT/GUARDIAN GROUPS	110
Booster Sports Club	110
King Philip Music Association	111
King Philip Parents' Network	111
STUDENT RECOGNITION	112
Academic Awards	112
Key Club	112
Daughters of the American Revolution Good Citizen Award (D.A.R.)	112
Honor Roll Criteria	112
Honor Society	113
King Philip Cup	113
Sports Awards Program	113
MIDDLE SCHOOL: STUDENT ACTIVITIES	113
Middle School: Intramural Programs	113
Middle School: Loss of Eligibility to Participate	114
HIGH SCHOOL: ATHLETICS & STUDENT ACTIVITIES	115
High School: Fees, Fines, and Charges	116
High School: Registration for Athletics	117
High School: Athletic Fees	117
High School: Collection of Fees	118
High School: Refund Procedure	118
High School: Concussion Protocols and Policies	118
High School: Captains' Code of Conduct	118
High School: Fan Code of Conduct (Hockomock League)	119
High School: Student Activities & Athletics Code of Behavior	119
High School: Dance Regulations	121

MIAA	122
MIAA Mission Statement	122
MIAA Taunting Rule	122
HIGH SCHOOL: STUDENT DRIVING AND PARKING POLICIES	123
HIGH SCHOOL: SENIOR PRIVILEGES	124
HIGH SCHOOL BELL SCHEDULE	125

**King Philip Regional School District
School Committee**

Samad Khan

Chairman

Trevor Knott

Vice Chairman

Grey Almeida

Wrentham Representative to King Philip

Christopher Brenneis

Plainville Representative to King Philip

Bruce Cates

Plainville Representative to King Philip

Jim Lehan

Norfolk Representative to King Philip

Eric Harmon

Norfolk Representative to King Philip

Sarah Ward

Norfolk Representative to King Philip

Marc Waxman

Wrentham Representative to King Philip

King Philip Regional School District Administration

District

Mr. Paul A. Zinni, Superintendent
Dr. Susan Gilson, Assistant Superintendent
Ms. Lisa M. Moy, Director of Student Services
Mr. Larry Azer, Director of Finance & Operations
Mr. Michael Bois, Director of Technology
Ms. Carolyn Collins, Human Resources & Benefits Administrator
Ms. Frankie Bonarrigo, Payroll Coordinator
Mr. Joseph Zahner, Facilities Manager

High School

Dr. Lisa C. Mobley, Principal
Ms. Tracy Knapp, Assistant Principal
Mr. Kip Lewis, Assistant Principal
Mr. Matthew Mcguire, Assistant Principal
Mr. Gary Brown, Athletic Director

Middle School

Ms. Michelle Kreuzer, Principal
Mr. Kyle Alves, Assistant Principal
Mr. Gary Brown, Athletic Director

Vision, Mission, and Guiding Belief

Vision

The King Philip Regional School District inspires students to develop their passions and prepares them to succeed in a world of rapid and constant change.

Mission

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

Guiding Belief

We believe that students have the potential to achieve all of their aspirations when they are in an environment that does not marginalize.

Imagine an environment where every student has a champion, a voice and the supports needed to overcome their challenges and achieve their aspirations.

21st Century Learning Expectations: Lifelong Learning

The King Philip student will be an effective listener.

<i>Advanced</i>	Listener fully comprehends and processes the main idea and supporting details in a given presentation; effectively draws conclusions and makes connections to prior knowledge; is consistently respectful and attentive to the speaker.
<i>Proficient</i>	Listener identifies the main idea and some of the supporting details in a given presentation; sufficiently draws conclusions and makes connections to prior knowledge; is generally respectful and attentive to the speaker.
<i>Needs Improvement</i>	Listener does not recognize main ideas and, therefore, fails to draw conclusions and make connections to prior knowledge; is neither respectful nor attentive to the speaker.

The King Philip student will be an effective speaker.

Advanced	Speaker effectively engages listeners by communicating oral messages appropriate to situations; establishes a clear focus; connects ideas; leaves a strong impression on the listener; understands and respectfully responds to listener feedback.
Proficient	Speaker engages listeners by communicating oral messages appropriate to situations; conveys ideas with sufficient detail; usually understands and responds to listener feedback.
Needs Improvement	Speaker does not engage listeners by communicating oral messages appropriate to situations; is unable to convey ideas with sufficient detail; has difficulty understanding and responding to listener feedback.

The King Philip student will be an effective reader.

Advanced	Reader fully comprehends and processes main and subordinate ideas in a variety of written works; engages in thoughtful reflection and draws logical conclusions from written material; consistently makes clear associations between literature and life.
Proficient	Reader comprehends and processes main and subordinate ideas in written works; engages in reflection and draws logical conclusions from written material; makes associations between literature and life.
Needs Improvement	Reader neither comprehends nor processes main or subordinate ideas in written works; does not engage in reflection or draw logical conclusions from written material; does not make connections between literature and life.

The King Philip student will demonstrate critical thinking skills.

Advanced	Student consistently employs appropriate problem-solving strategies, conceptualizes and analyzes information in new ways, and makes connections to prior knowledge.
Proficient	Student usually employs appropriate problem-solving strategies, conceptualizes and analyzes information in new ways, and makes connections to prior knowledge.
Needs Improvement	Student does not employ appropriate problem-solving strategies; student neither conceptualizes nor analyzes information in new ways and does not make connections to prior knowledge.

The King Philip student will demonstrate technological skills.

Advanced	Student excels at using appropriate technologies, both in conjunction with and beyond the curriculum; successfully locates, retrieves, organizes, and stores information to solve problems and enhance learning.
Proficient	Student generally does well using appropriate technologies in conjunction with the curriculum. Student is generally able to locate, organize, and process information to solve problems and enhance learning.

<i>Needs Improvement</i>	Student has difficulty using appropriate technologies in conjunction with the curriculum. Student is unable to locate, organize, and process information to solve problems and to enhance learning.
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The King Philip student will understand and demonstrate a sense of community.

<i>Advanced</i>	Student actively demonstrates good citizenship and contributes to group efforts; shows commitment to service, self, family, school and community.
<i>Proficient</i>	Student demonstrates good citizenship and usually contributes to group efforts; shows commitment to service, self, family, school and community.
<i>Needs Improvement</i>	Student neither demonstrates nor appears to understand good citizenship; generally, does not contribute positively to group efforts; shows little commitment to service, self, family, school and community.

The King Philip student will understand and demonstrate a sense of responsibility.

<i>Advanced</i>	Student actively demonstrates good citizenship and contributes to group efforts; shows commitment to service, self, family, school and community.
<i>Proficient</i>	Student demonstrates good citizenship and usually contributes to group efforts; shows commitment to service, self, family, school and community.
<i>Needs Improvement</i>	Student neither demonstrates nor appears to understand good citizenship; generally, does not contribute positively to group efforts; shows little commitment to service, self, family, school and community.

The King Philip student will understand and appreciate diversity.

<i>Advanced</i>	Student demonstrates respect for himself/herself and others as worthy, capable and ethical individuals; shows tolerance for others, understanding, friendliness, and adaptability.
<i>Proficient</i>	Student shows respect towards himself/herself and others and adapts to most situations with tolerance and understanding.
<i>Needs Improvement</i>	Student continually shows little regard for the respect of others, cannot adapt to situations which require tolerance and understanding.

The King Philip student will understand and demonstrate behaviors that enhance and maintain wellness.

<i>Advanced</i>	Student actively demonstrates a physically active lifestyle, understands movement concepts, strategies and skills, and interprets health information and practices.
<i>Proficient</i>	Student usually demonstrates a physically active lifestyle, understands movement concepts, strategies and skills, and interprets health information and practices.

Needs Improvement

Student neither demonstrates nor appears to understand a physically active lifestyle, movement concepts, strategies, and skills, and is unable to interpret health information and practices.

WORLD OF DIFFERENCE PLEDGE

In our continuing efforts to foster a safe, caring, respectful school community, we ask that all students subscribe to the following pledge:

I pledge from this day onward to do my best to interrupt prejudice and to stop those who, because of hate, would hurt, harass, or violate the civil rights of anyone. I will try at all times to be aware of my own biases against people who are different from me. I will ask questions about cultures, religion, and races that I don't understand. I will speak out against anyone who mocks, seeks to intimidate, or actually hurts someone of a different race, religion, ethnic group, or sexual orientation. I will reach out to support those who are targets of harassment. I will think about specific ways my school, other students, and my community can promote respect for people and create a prejudice free zone.

I firmly believe that one person can make A WORLD OF DIFFERENCE and that no person can be an "innocent bystander" when it comes to opposing hate.

I recognize that respect for individual dignity, achieving equality, and opposing anti-Semitism, racism, ethnic bigotry, homophobia, or any other form of hatred is a non-negotiable responsibility of all people.

Anti-Defamation League Institute Pledge

School Registration/Transfer/Withdrawal**Registration**

All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

Admission of Transfer Students

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic

attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district. They may, however, have certain graduation requirements waived and may make-up certain graduation requirements.

Students Permanently Leaving School M.G.L. c.76, § 18

No student who 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/guardian of that student in both the primary language of the parent/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/guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent/guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent/guardian if the superintendent, or a designee, makes a good faith effort to include the parent/guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent/guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. A child who is homeless or an unaccompanied youth and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch program.

The goal of the McKinney-Vento Homeless Education Assistance Act is: (1) To ensure that each child

or youth experiencing homelessness has equal access to the same free, appropriate public education, as provided to other children and youths; (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths; (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment; (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging student academic achievement standards to which all students are held.

Definition of Homeless Children and Youth:

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth living in the following situations:

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because the children are living in circumstances described in clauses (i) through (iii).

Homeless Education Liaison:

King Philip Regional School District provides various types of support for students and their families experiencing homelessness in order to help them attend school consistently. The District's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. Contact the District's Homeless Education Coordinator, at 508-520-7991, ext. 2311 for more details.

Enrollment and Dispute Resolution:

Students identified as experiencing homelessness have a right to remain in their school of origin or to attend the school where they are temporarily residing. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they become permanently housed with transportation, if needed, through the end of the school year (June). The district will transport students who are sheltered or temporarily residing within the district to the student's school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the costs equally.

The King Philip Regional School District will immediately enroll students experiencing homelessness in school, even if they do not have the documents usually required for enrollment – such as school records, medical records or proof of residency. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. The District's liaison for homelessness will assist students who arrive without records by contacting the previously attended school system to obtain the required records. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district shall provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Should a parent/guardian or unaccompanied youth disagree with the school placement decision of the liaison for homelessness, the parent/guardian or unaccompanied youth has the right to appeal. The parent/guardian or unaccompanied youth will be provided with written notification, in the language of the home, of the placement decision and the paperwork to complete the appeal process. While the placement decision is under appeal, the student will be allowed to attend the school of the parent/guardian's or unaccompanied youth's choice and receive transportation (according to the District transportation policy) while the dispute is under review by the Department of Elementary and Secondary Education.

Educational Opportunities for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of

Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also, that the district collaborate with DCF and the other school district to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination:

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation and seeking help from foster parent(s)/guardian(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parent/guardian being on

active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The District believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent/guardian. The Compact does not apply to children of inactive members of the National Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and the District's receiving school must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent/guardian or other person standing in loco parentis shall be permitted to continue attend the school in which he or she was enrolled while living with the custodial parent or guardian without any tuition fee imposed.
- The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

STUDENT WELFARE

Supervision of Students

School personnel assigned supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents/guardians or other persons authorized in writing by a parent/guardian.

Reporting to Authorities: Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, § 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

Student Safety

In courses where necessary, safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective eye devices in appropriate activities.

Safety on Playing Fields

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playing fields by the Principal of the school and others as may be deemed appropriate;
- Instruction of students in the proper use of equipment;
- Supervision of organized activities

Fire Drills and Emergency Protocols

The King Philip Regional School District Emergency Protocol Plan addresses a variety of emergency incidents and the required actions to be taken by the school district. Throughout the school year, practice incidents are planned and implemented for the safety of the students and staff. Fire drill instructions are posted in every room. Students are to proceed quietly through the hallways to the assigned exit. Attendance will be taken by teachers once the students have exited the building.

The District shall cooperate with appropriate fire departments when conducting fire drills. The Principal shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether the fire department responded to the incident or not.

Idling of Motor Vehicles

For the safety of staff and students, operators of school buses and personal motor vehicles, including students, faculty, staff, and visitors, are restricted from prolonged idling of such vehicles on school grounds or within 100 feet of school property in accordance with M.G.L. c. 90 §16B. Violators may be subject to a fine.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthy school environment.

The District recognizes that parent(s)/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergencies at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents/guardians shall supply information indicating where the student is to be taken in case of an emergency, the name, address, and phone number of an emergency contact, and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family, the family's physician, or the local Emergency Medical Services agencies. In instances when EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent(s)/guardian(s). Requests made by parent(s)/guardian(s) for such administration of medication shall be reviewed and approved by the Principal or designee;

Student Illness or Injury

In case of illness or injury, the parent/guardian will be contacted and asked to pick up their student.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

Growth and Developmental Screenings

The Department of Health regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, and 10.

In accordance with 105 CMR 200.500: Growth and Development Screening from the Department of Public Health, the Body Mass Index (BMI) and corresponding percentile of each student in Grade 10 (or, in the case of ungraded classrooms, by a student's 16th birthday) will be calculated and reported directly and confidentially to a parent or legal guardian.

Measurement of weight and height shall be done by trained school personnel or others approved by the Department for this purpose, and in accordance with guidelines of the Department. Prior notice of the screening and the benefits of the screening shall be provided to the parent or legal guardian by any reasonable means. Every effort shall be made to protect the privacy of the student during the screening process and in the communication of information about the student's BMI to the parent or legal guardian.

A report of each student's BMI and percentile, along with easily understood informational and explanatory materials provided or approved by the Department on BMI, healthy eating and physical activity, shall be mailed or otherwise directly communicated in writing to the parent or guardian of the student, in accordance with guidelines of the Department. The materials shall indicate that questions about a student's healthy weight should be discussed with the student's primary care provider.

The Department shall be provided annually with student BMI data, by school or school district, as specified in guidelines of the Department.

A copy of the student's BMI score shall be maintained in the student's school health record. With the consent of the parent or legal guardian, a copy shall be provided to the student's primary care provider.

Parents and legal guardians shall be provided with an opportunity to request, in writing, that their child not participate in the program.

These requirements shall be met by June 30th of each school year by public school systems.

Substance Use Verbal Screening

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

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

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

Immunization of Students

Students entering school for the first time or through transfer from another school district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child, or by the student's parent/guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

Administering Medicines to Students

The procedures for medication administration can be found on the King Philip Regional School District website or by clicking [KPRSD Medication Administration Procedures](#).

BUS TRANSPORTATION

Student Conduct on School Buses

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

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and/or welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

General Rules for Students Riding School Buses

1. Students transported in a school transportation vehicle are under the authority of and directly responsible to the driver of the vehicle.
2. The driver of any school transportation vehicle is responsible for the orderly conduct of the students transported.
3. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for a student to be denied transportation on a school transportation vehicle by the school administration.
4. Each student may be assigned a seat in which he/she will be seated at all times unless permission to change is given by the school authorities and/or the driver.
5. Students are not to leave their seats until the bus has come to a complete stop and the driver has opened the door.
6. Seats will not be changed while the bus is in motion.
7. Outside of ordinary conversation, classroom conduct must be observed. Remember that loud talking and laughing or unnecessary confusion divert the driver's attention and may result in a serious accident.
8. Students are to assist in keeping buses clean by keeping their refuse off the floor. Students must also refrain from throwing anything out of the windows.
9. No student shall at any time extend his or her head, hands, or arms out of the windows whether the school bus is in motion or standing still.
10. Students must cross the highway in front of the school bus but only after looking to be sure that no traffic is approaching from either direction. Cross well forward of the bus.
11. Students who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic; this will also apply to students leaving the bus loading zone. Observe safety precautions as you travel between home and your bus stop.

12. Students must keep their books and belongings out of the aisles.
13. Be on time at the designated school bus stops.
14. Step off the road while waiting for the bus. Bus riders are not permitted to move toward the bus at the school loading zone until the buses have been brought to a complete stop.
15. With the exception of regularly scheduled morning or afternoon bus runs, **NO** bus is to leave the school without chaperones unless specifically authorized by the school administration.
16. Smoking and alcohol/drugs are not permitted on school buses under any circumstances in accordance with state law.
17. No student will engage in unnecessary conversation with the driver while the vehicle is in motion.
18. No weapons of any sort will be carried on a school transportation vehicle.
19. No persons should be allowed to occupy a position in a school transportation vehicle that interferes with the vision of the driver to the front, to either side of her/him, or through the mirror to the rear or with the operation of the vehicle.
20. Listen carefully and obey any directions issued by the driver.
21. Failure to comply with these regulations and the reasonable requests of drivers and school authorities can result in denial of the permission to ride for a period of time or permanently. School principals or their designees may administer consequences when rule infractions are reported.
22. The school and school district rules and regulations apply to any trip under school sponsorship.

Field Trips

Field trips/conferences for students are optional. Students are not required to go if they do not want to miss other classes for academic or personal reasons.

Field trips can bring the school and the community closer together, a situation that can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The District will provide an equal opportunity for students with disabilities to participate in field trips. Field trips are a privilege and not a right. Students who have demonstrated uncooperative and/or inappropriate behavior may not be allowed to participate on the trip. No student will be denied access into any program because of inability to pay. Please contact the principal or his/her designee for fee waivers.

Student Late Night or Overnight Travel

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and

fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school district and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Student Travel Regulations

1. Transportation:

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and School Committee Policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <https://ai.fmcsa.dot.gov/SMS/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

2. Trip Scheduling:

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Dept. of Elementary and Secondary Education publication [Student Learning Time Regulations Guide](#))

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

3. Fundraising:

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

DISTRICT WIDE ATTENDANCE

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the reasons listed in the excused absences section below. A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents/guardians can help their children by not allowing them to miss school needlessly. Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

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

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Notification of Unexcused Absences

Parents/guardians will be notified when a student has been absent from school and the school has not been contacted by the parents within three (3) days of the student's absence. When a student has missed 2 or more periods for 5 school days or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address the student's school attendance.

Parents/guardians of students who are absent from school must do the following:

The parent/guardian must call the high school office at 508-384-1000 between 7:20 A.M. and 8:20 A.M. on the day of the absence. For the middle school, a parent/guardian must call the middle school office at 508-541-7324 between 7:20 A.M. and 8:20 A.M. on the day of the absence. This very important parent/guardian phone call verifies the absence (i.e., not truant) but does not constitute an excused absence unless it meets the criteria listed below. A message will be sent out if the absence has not been verified by 9:30 A.M.

Excused Absences:

Only the following will be considered excused absences:

1. Religious holidays or commitments: Any student who is unable to attend school because of his or her religious belief shall have the opportunity to make up any examinations missed because of the religious belief or commitment, provided it does not create an unreasonable burden on the school. In consultation with the building principal, requests for excusal from the examinations for an absence based on religious belief will be considered on an individualized basis. Also excused are observances of major religious holidays.
2. Field trips and exchange programs
3. Funeral-bereavement absences
4. Court appearance/jury duty
5. College days up to three
6. Illnesses or quarantine verified by a note from a doctor or certified health professional
7. Absences related to a student's disability
8. Out-of-school suspension
9. Unique circumstances approved by the administration
10. A doctor's office visit that is verified by a note from a doctor or certified health professional.
11. Weather so inclement as to endanger the health of the child as determined by school administration.

Parents have the right to appeal to the principal regarding the determination that an absence is excused versus unexcused.

Students have two (2) days upon returning to school to provide documentation for the excused absences mentioned above.

Dismissal

No student will be permitted to leave the building during school hours without permission from the office. If a student reports to the Health Office during the day because of illness and needs to be dismissed, a parent/guardian or emergency contact will be telephoned by the nurse to pick up the

student. Students who are ill in school will be dismissed through the Health Office only when a parent/guardian or emergency contact is notified and will take responsibility for the student.

Student-initiated dismissal requests for students with a documented, ongoing/chronic medical condition will be documented by the school nurse who will determine whether or not the dismissal is related to that condition and whether or not it will be excused. Students should not call home or text for dismissal due to illness without clearance from the Health Office. If the Health Office does not dismiss the student due to illness, then the dismissal will be unexcused. Unexcused dismissals may result in zero credit for the classes the student misses for the remainder of the day.

All other dismissals require a written note from home with a valid reason acceptable to the school and a telephone number where parents may be reached for verification. Dismissal by telephone cannot be honored unless the custodial parent/guardian is willing to come to the school office with proper identification for the student to be dismissed.

No dismissals to go out to lunch and return are permissible for students without senior privileges.

Exclusions and Exemptions from School Attendance

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following may be the grounds for denial of admission to school or for diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

Tardiness to Class

It is the student's responsibility to arrive at each class on time. Unless the reason for the tardiness is covered under the list of excused absences previously detailed, or if the student has obtained a valid pass from a faculty member or administrator, tardiness equal to or in excess of half the class period is considered an absence and will be addressed according to the discipline policy.

Tardiness to School

Students are expected to arrive to school on time and remain in school for instruction until the 2:15 P.M. dismissal. All students are to be in homeroom by 7:35 A.M. Any High School student late to school is required to check in at the main office. Any Middle School student arriving late to school must be accompanied by a parent/guardian.

Students will face disciplinary action for tardiness to school in accordance with the discipline section of this handbook. Students arriving tardy after 8:20 A.M., who are unable to verify their tardiness, will be considered as having cut the first “block” period. All issues relating to tardiness to school need to be resolved on the day of tardiness. Tardy students will be required to dispose of outside food and beverages upon arrival to school.

Issues regarding ongoing/chronic medical conditions

For classes missed or absences due to an ongoing/chronic medical condition that has been documented by the student’s treating physician, a note from the parent/guardian stating that the absence/tardy was related to the documented chronic medical condition is required for each absence or tardy. This documentation from the treating physician for an ongoing/chronic medical condition must be updated annually or at the school’s request. Student–initiated dismissals for students with documented, ongoing/chronic medical conditions will be documented by the school nurse who will determine whether or not the dismissal is related to that condition and whether or not it will be excused. Concerning dismissals to attend treatment or therapy sessions or for related reasons, students with documented, ongoing/chronic medical conditions must be verified by the health care provider for each visit. Under such circumstances, the Section 504 Coordinator will be notified to determine whether a 504 referral will result.

Class Skip Day

Any type of class skip day is not sanctioned. Individuals who skip school will be subject to the consequences spelled out under “Truancy” in this handbook. If more than 20% of students in a class skip school, the class will lose privileges which may include, but are not limited to, their class dance/prom, cookout, or senior privileges for the following year. In addition, if a significant number of students beyond 20% are out on a given day, the administration may extend the final exam period by one day.

Truancy

A student who is absent from school without parent/guardian knowledge or permission or is habitually absent without a valid excuse, will be considered truant. Any student who has been identified as truant will be assigned disciplinary action in accordance with the policy in this handbook.

The following will be classified as truancy:

- Students who are absent from school without consent of a parent/guardian;
- Students who habitually accumulate unexcused absences;
- Students who ride the school bus and do not report to homeroom;
- Students who leave school grounds without proper authorization listed under dismissals;
- Students who report to school but fail to report to block 1 or the office for an admission slip to school.

DISTRICT DRESS CODE

The King Philip Regional School District's student dress code policy supports equitable educational access that does not reinforce stereotypes. To ensure effective and equitable enforcement, this policy shall be enforced consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic level, or body type/size.

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress provided the attire is not destructive to school property, complies with requirements for the health and safety of the entire school community, and does not cause disorder or disruption. The administration is authorized to take action and determine consequences in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth here.

The school atmosphere should be conducive to accomplishing the important goals of education. Inappropriate dress and improper grooming are detrimental to positive academic achievement and social growth and may impact the health and safety of the student body. Therefore, all students are expected to attend school appropriately and reasonably dressed while maintaining proper hygiene. The following is a non-exclusive list of rules concerning appropriate school attire:

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- Shirts, pants, and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments, waistbands, and bra straps.
- Fabric covering all private parts must not be of a see-through material.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, shop environments, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

Clothing that causes any disruption or disorder within the school, which may include:

- Clothing that depicts, advertises, or advocates the use of alcohol, tobacco, marijuana, or other

controlled substances.

- Clothing that depicts pornography, nudity, or sexual acts.
- Clothing that uses or depicts hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing that threatens the health or safety of any other student or staff, including the depiction of known gang identifiers.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

The administration reserves the right to determine what is and what is not appropriate in all cases and will determine consequences as described in the behavior section of this handbook. The administration may waive any restriction(s) in cases involving extenuating circumstances.

TECHNOLOGY/INTERNET USE

Access to the Internet will enable students to explore thousands of libraries and databases. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students having access to the Internet in the form of information resources, and in support of the Massachusetts State Frameworks, exceeds any disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. If a parent/guardian desires that their child opt out of unmonitored access to the internet while at school, they may notify the building principal in writing of such request. The Principal will consider each request on an individual basis.

Serious consequences, as well as the loss of computer privileges, will result if students are found violating these rules.

Technology Acceptable Use Policy and Agreement for Students

The purpose of this policy and agreement is to outline the acceptable use of technology hardware, software, systems, networks, websites, Internet connections, and/or other equipment, hereinafter referred to as "technology", belonging to, or in the possession and/or control of, the King Philip Regional School District (KPRSD). This policy shall apply to all KPRSD employees, officers, volunteers, students, agents, or other representatives, hereinafter referred to as "Users", who utilize KPRSD technology.

Unless otherwise specified herein, the KPRSD shall act through the superintendent of schools, serving in his/her official capacity, or his/her designee.

KPRSD may make changes in this policy and agreement, and it may require users to review an amended policy and agreement, subject to it satisfying any contractual and statutory obligations that it

may have. All users are required, and hereby agree, to remain up to date in their knowledge of the policy and to comply with the policy as updated at all times. All users must sign and acknowledge the appropriate form designating their receipt and understanding of the KPRSD Acceptable Use Policy.

The use of the Internet, network, and all KPRSD technology is a privilege, not a right. Any failure to comply with this policy shall constitute misconduct by the user and may result in discipline and/or legal action against the user.

Personal Responsibilities

The user agrees to follow all rules outlined in the policy. KPRSD provides users with access to KPRSD's technology to help them perform their job responsibilities. KPRSD may, acting in its sole discretion, limit or deny that privilege to any user at any time. Each user shall be personally responsible, both legally and financially, for his/her use of KPRSD technology, and shall use KPRSD technology only in conformance with this policy.

Acceptable Uses

1. Educational/Administrative Use:

KPRSD provides access to its computer networks and the Internet primarily for educational and administrative purposes. Approved uses include, but are not limited to, research, communication, and activities that support KPRSD's educational mission.

Unacceptable Uses

1. Using the Internet in a manner that would violate any federal, state, or local statute, regulation, rule or policy
2. Using threatening, defamatory, discriminatory, or harassing language or language that constitutes a criminal offense, or that is detrimental to or in opposition to the KPRSD's educational mission in any e-mail message or other Internet communication
3. Displaying or downloading any kind of sexually explicit offensive image or document; in addition, sexually offensive material may not be archived, stored, distributed, edited, or recorded using KPRSD's network or computing resources
4. Knowingly engaging in any activity that could result in damage to KPRSD technology
5. Sharing passwords or assigned accounts, without the express authorization of the KPRSD
6. Engaging in activities designed to, or that might reasonably be foreseen to, expose KPRSD technology or other computers to computer viruses, other harmful software, or other injury or damage
7. E-mailing or instant messaging students who are unrelated to the user for non-school business-related reasons
8. School business use of instant messaging software or chat rooms for communication with students should only be done with the authorization of the KPRSD
9. Downloading, using, or distributing pirated, unlicensed software or data and downloading, using, or distributing any software that is not authorized by the KPRSD

10. Unauthorized copying, downloading, or distributing of copyrighted software or materials; this includes, but is not limited to e-mail, text files, program files, image files, database files, sound files, music files, and video files
11. Providing private and/or confidential information about any individual other than the user or the user's immediate family over KPRSD technology for non-school business use
12. Using KPRSD technology to transmit or display material confidential to KPRSD to uninvolved parties without the authorization of the KPRSD; this includes material posted in chat rooms, newsgroups, blogs, or other public forums
13. Downloading entertainment software or games, except where the user obtains the prior written authorization of the KPRSD
14. Installing and/or operating peer-to-peer software/applications without express written permission of KPRSD
15. Attempting to harm, maliciously modify, or destroy data that has been created by another
16. Plagiarizing
17. Spamming or the unauthorized use of KPRSD distribution lists for e-mails; this includes creating or forwarding chain letters or pyramid schemes of any type
18. Any other use deemed unacceptable by KPRSD

Privacy of Communications

All messages, data and information created, sent, or retrieved over KPRSD technology are the property of the KPRSD. The KPRSD reserves the right to monitor, inspect, copy, review, delete, destroy, maintain, and/or store at any time without prior notice any and all messages, data, and information created, sent, or retrieved over KPRSD technology. No user shall have any expectation of privacy regarding such materials. As public material, all information maintained on KPRSD technology is subject to the Massachusetts Public Records Law and may have to be disclosed upon request. Subject to some exceptions, the District may be required to disclose communication to law enforcement, or other third parties, without prior notice to or consent of the user, sender, or receiver.

Deleting an e-mail message does not actually "delete" it. Any e-mail sent through the KPRSD's technology may be kept separate from the user's computer and is property of the KPRSD. Generally, however, information, including emails, that exist on a KPRSD server, are not necessarily considered to be maintained for the purpose of state and federal student records law.

Use of Hardware

All hardware owned, distributed, and loaned to the user is the responsibility of that user to return in the same condition as when supplied. It is the responsibility of the user to oversee the use of all technology and report abuse immediately to the technology staff. All computers and hardware NOT owned by KPRSD must be approved for use with the technology department beforehand.

Limitation of Internet Access

Active Restrictive Measures:

The district, either by itself or in combination with the Internet Service Provider (ISP), may utilize filtering or blocking software or other monitoring methodologies to prevent users from accessing visual

depictions that are (1) obscene, (2) pornographic, (3) harmful to minors, or (4) deemed by the KPRSD to be inappropriate to the educational mission of the KPRSD.

The term “harmful to minors” is defined by federal statute 47 USC Section 254 [h] [7] [G], as meaning any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and, taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Failure to Follow Policy

Violating any of the guidelines listed previously can, at the discretion of the KPRSD, result in:

1. Restricted technology access
2. Loss of technology access
3. Disciplinary action against the user
4. Referral to law enforcement personnel and/or legal action including, but not limited to, criminal or civil prosecution and/or penalty under appropriate state and federal laws

Warranties/Indemnification

KPRSD makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its technology provided under this policy. KPRSD shall not be responsible for any claims, losses, damages, injuries, or costs or fees (including attorney’s fees) of any kind suffered or incurred, directly or indirectly, by any user arising from the use of KPRSD’s technology.

The user takes full responsibility and agrees to hold harmless and indemnify the KPRSD, its Internet Service Provider (ISP), and all of the KPRSD, its ISP’s officers, students, agents, servants, representatives, administrators, teachers, volunteers, and staff from any and all claims, losses, damages, injuries, or costs or fees (including attorney’s fees) of any kind resulting from the user’s access to the KPRSD’s technology, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user.

All users hereby agree to cooperate with the KPRSD in the event of KPRSD’s initiating or involvement in an investigation of any user’s access of the KPRSD’s technology, whether that user is on a KPRSD computer or on another computer outside KPRSD’s network.

Liability

KPRSD shall not be liable for any user’s inappropriate use of electronic resources or violations of copyright restrictions, users’ mistakes or negligence, or costs incurred by users. KPRSD shall not be responsible for ensuring the accuracy, safety, harmlessness, or usability of any information found on the Internet. KPRSD shall not be responsible for any claims, losses, damages, injuries or costs or fees (including attorney’s fees) of any kind suffered or incurred, directly or indirectly, by any user arising from the use of KPRSD’s technology.

Publishing on the Internet

All publications of school, grade, department, group, or project pages that are displayed on any of the KPRSD's technology shall be created and reviewed in conformance with this policy and within any additional guidelines established by the KPRSD. KPRSD's website is not a public forum. The publication of any and all materials under the terms of this policy is subject to KPRSD review and approval.

KPRSD Website

The purpose of any KPRSD website is to encourage and enhance teaching and learning and to provide users and electronic visitors with accurate and timely information about KPRSD.

1. All web pages will be official publications of the KPRSD.
2. The KPRSD will administer all KPRSD website development and content.
3. KPRSD webmasters will operate and maintain all KPRSD websites. All users given web posting privileges on the KPRSD website are solely responsible for that posted content.

Publishing Guidelines

KPRSD has established guidelines for publishing on the KPRSD websites, which include the following:

1. KPRSD's web pages must have common elements of consistent form and quality content. The format must be tested, and the content reviewed by the KPRSD prior to posting.
2. Members of the school community are encouraged to have input into the website, but the KPRSD oversees all content.
3. Individual teachers will review their students' material before publication for quality and completeness. All work must follow copyright laws.

Safety Procedures for Publishing on the Internet

Student pictures or work samples may be displayed on our website or in our district/school newsletters. Should you wish to have no photos, videos, or work samples of your child appear in any newspaper, video, TV show, newsletter, or on the website, please send a letter to the principal. If you allow your child to have his/her picture and/or video taken, or work sample displayed, then no letter is necessary.

STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered 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:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. 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.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure their rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

Homebound/Hospital Education Services

A public school student who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is entitled to receive home/hospital educational services as described under 603 CMR 28.03(3)(c).

Upon receipt of a physician's written order (for example, from a pediatrician, internist, medical specialist, psychiatrist or nurse practitioner) verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student.

Pregnant Students

The School Committee wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The school district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

English Language Learners (ELL)

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

Identification of ELL Students:

King Philip Regional School District will use a home language survey (HLS) at the time of enrollment to gather information about a student's language background (e.g., first language learned, language the student uses most often, and languages used in the home). The HLS identifies those students who should be referred for an English language proficiency ("ELP") assessment to determine whether they should be classified as EL students, who are entitled to language assistance services. Students initially identified by an HLS or other means for English proficiency testing are often referred to as those with a Primary or Home Language Other than English (PHLOTE).

- Parents complete an HLS and assess PHLOTE students' English proficiency levels before school starts.
- Parents complete an HLS before classes commence.
- King Philip Regional School District will test PHLOTE students within a week of when classes start to minimize the disruption caused by possible changes in EL students' placements.

To screen students in grades 7-12, King Philip Regional School District will use WIDA screening assessments, including WIDA Screener online and paper forms.

Any student who takes the WIDA Screener and scores an overall composite proficiency level and a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services.

Students with at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs may have acquired enough English language skills to be reclassified by the district. Such students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary classwork in English.

King Philip Regional School District will monitor FELs for four years and provide support as needed.

In addition, when monitoring former ELs the District will consider

- assigning FELs, at least initially, to SEI endorsed teachers licensed in the appropriate content area to enhance the likelihood of continued growth in their English language Proficiency and content learning;
- providing regular, structured times during the school day or week for sheltered content area and ESL teachers to plan instruction collaboratively for FELs;
- providing additional opportunities for the student to participate in small group instruction and learning throughout the school day, as well as after school and during the summer; and
- designing and providing additional individualized learning support and opportunities to check on academic progress

Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are deemed English proficient.

Student Publications

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school.

The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials contributed to or written by them.

Distribution of Literature:

The time, place, and manner of distribution of literature will be reasonably regulated by the Principal.

Student Photographs

Individual schools may arrange, in cooperation with the school's parent/guardian organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents/guardians and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

Student Fees, Fines, and Charges

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents/guardians and/or the student in accordance with law, and yet be guarded as confidential information. The Massachusetts Student Record statutes (including MGL c. 71 §§ 34A, 34D, 34E, 34H, 37L) and regulations (603 CMR 23.00 *et seq.*) and the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, apply to educational records maintained by a school on a student in a manner such that he or she may be individually identified.

The temporary record of each student will be destroyed no later than seven (7) years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.

The District wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.

The following is a summary of major parent/guardian and student rights regarding student records, as provided by the Regulations pertaining to student records.

Inspection of Records

A parent/guardian of any student, or any student who is 14 years old or who has entered the ninth grade, whichever comes first, has the right to inspect all portions of his or her student record upon request: a) The record must be made available to the parent/guardian or student as soon as is practicable, but no later than ten (10) calendar days from the date of request; b) The parent/guardian and the student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials; c) The parent/guardian and the student may request to have the parts of the record interpreted by a qualified professional of the school or may invite anyone else of their choosing to inspect or interpret the record with them; d) pursuant to MGL Chapter 71, Section 34H, noncustodial parents/guardians who do not have physical custody of their child must meet certain criteria before being allowed access to their child's records and school information. A non-custodial parent who wishes to have access to their child's student records shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

Confidentiality of Records

Except for the situations outlined in the regulations, no individuals (or organizations) but the parent/guardian, eligible student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian or eligible student. In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose in a log kept as part of the temporary record. Under state law, information about an individual student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, that is maintained by the District is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.

Amendment of Records

The parent/guardian and the eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent/guardian and the eligible student have the right to request in writing that information in the record be amended or deleted, with limited exception under state and federal law. The parent/guardian and the student have the right to a conference with the school Principal to make their objections known. Within a week after the conference, the Principal must render a decision in writing. If the parent/guardian and eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed in writing to higher authorities in the school system.

Destruction of Records

The regulations require that temporary records be destroyed within seven (7) years after students leave the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record, from time to time, while the student is enrolled in the school system. Before any such information may be destroyed, the parent/guardian and student must be notified and be given an opportunity to receive a copy of any of the information before its destruction.

Transfer of Records

In accordance with the 603 CMR 28.07(4)(g), it is the practice of the King Philip Regional School District to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public-school district, if the disclosure is for purposes of the student's enrollment or transfer. When records are requested and transferred, parents/guardians will be notified. Regulations provide that the parent/guardian may request a copy of the records transferred and may ask for a conference to add or amend information to the content of the record in accordance with the above procedures. Such requests should be addressed in writing to the principal.

Release of Information to the Military and Postsecondary Institutions

Under federal legislation, all branches of the military and institutions of high education have the right to receive names, addresses and telephone numbers of all secondary school students upon request for recruitment and scholarship purposes without prior consent. Parents/guardians must submit written notification to the school Principal before the 15th of September if they do not want their child's information, including address and telephone number, provided to the military or postsecondary institutions. In the event that a refusal is not filed it is assumed that neither the parent/guardian nor eligible student objects to the release of the student's name, address, and telephone number.

Directory Information

King Philip Regional School District designates the following information as directory information: student's name, date and place of birth, grade level, dates of attendance, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received. Directory information may be disclosed at the discretion of the school system without the consent of a parent/guardian of a student or an eligible student.

Parents/guardians of students and eligible students have the right, however, to refuse the release of this information. Any parent/guardian or eligible student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th of September. In the event that a refusal is not filed it is assumed that neither the parent/guardian nor eligible student objects to the release of the designated directory information.

Complaints: A parent/guardian or eligible student has a right to file a complaint regarding student records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-872-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

PROTECTION OF PUPIL RIGHTS AMENDMENT ACT (PPRA)

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

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
7. Income, other than as required by law to determine program eligibility.

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

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

STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, 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 . . .”. Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The United States Department of Education Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

Additionally, the King Philip Regional School District provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s)/guardian(s). Within

forty-five (45) school days of receipt of the parent(s)/guardian(s)' consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Discipline & Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement", building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). In most instances, during disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of

the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent(s)/guardian(s) consent to, a new placement or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.
6. If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

Discipline for Students Not yet Found Eligible for Special Education

1. 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: (1) 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; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) 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. 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 has not allowed an evaluation of the child or the parent has refused services under IDEA. 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.

Alcohol, Tobacco, and Drug Use Policy

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

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

Breathalyzer Testing Procedure:

Breathalyzers may be used at KPRDS sponsored events. Ideally, two will be in use, operated by a school administrator or his/her designee, with one for backup/confirmation.

Students may be tested at any time throughout the event. Additionally, students who show any signs of being impaired (under the influence) will be tested. These tests will be done by asking the student to go to a separate space and be tested by an administrator, with a chaperone present. If a Breathalyzer test is conducted, the details will be documented and placed in the student's file (see below).

If a positive result:

1. The parent/guardian will be called, and the student will be released to their custody. If we are unable to contact the parent/guardian, the student may be released into the custody of a person listed on the emergency response card. If administration or their designee (chaperone) is unable to contact a person listed on the emergency response card, the Police will be contacted, and the student placed into their custody for safety purposes.
2. A disciplinary hearing will then be scheduled in a manner consistent with the state requirements for disciplinary due process.

If the test is negative, the student will be allowed to enter or return to the event.

If a student refuses to be tested:

1. The parent/guardian will be called, and the student will be released to their custody. A disciplinary hearing will then be scheduled in a manner consistent with the state requirements for disciplinary due process.

2. Administrators may determine that a student is under the influence of alcohol without the aid of a breath alcohol-testing device by observation, including but not limited to the following:
 - Slurred speech
 - Unsteady gait
 - Impaired motor control
 - Flushed face
 - Smell of intoxicating liquor on breath
 - Vomiting

Students who possess, use, sell, dispense, exchange, or are under the influence of controlled substances or alcohol during the school day, on school grounds, or while attending any school-sponsored function may be subject to out-of-school suspension and/or, in the case of controlled substances, possible expulsion from school. Further, involvement with the local police department may occur leading to possible court action. The principal will be notified of every infraction of this policy prior to disciplinary action being taken.

The following are some options that will be utilized by school administrators in dealing with alcohol/drug violations:

<i>Option #1</i>	<ul style="list-style-type: none"> • <i>Parent/guardian notification</i> • <i>Notification of local police</i> • <i>Out-of-school suspension for three to five days</i>
<i>Option #2</i>	<ul style="list-style-type: none"> • <i>Parent/guardian notification</i> • <i>Notification of local police and their active involvement in investigation</i> • <i>Out-of-school suspension for five to seven days</i>
<i>Option #3</i>	<ul style="list-style-type: none"> • <i>Parent/guardian notification</i> • <i>Notification and active involvement of local police</i> • <i>Immediate out-of-school suspension for up to ten days</i>
<i>Option #4</i>	<ul style="list-style-type: none"> • <i>Parent/guardian notification</i> • <i>Notification and active involvement of local police</i> • <i>Immediate out-of-school suspension for up to ten days</i> • <i>Referral to the principal for possible expulsion from school</i>

Suggested imposition of suspensions contained above are merely guidelines and do not impose any limits on the school administration's discretion to impose more or less severe disciplinary sanctions based on individualized circumstances. To be clear, possession of a controlled substance on school grounds or at school-sponsored events may result in expulsion, even for a first offense, depending on the circumstances. M.G.L. c. 71, Section 37H.

Sale or distribution of any drug is also an extremely serious offense and will result in referral to the principal for possible expulsion.

BULLYING AND CYBER BULLYING

The King Philip Regional School District is committed to creating a safe, comfortable and respectful school learning environment for all students. Bullying or retaliation have a negative impact on the school climate and can be a major distraction from learning. Bullying behavior by anyone is prohibited by law and bullying by a student or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional will constitute a violation of the School Behavior Code. The King Philip Regional School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to themselves or of damage to their property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying may also include bullying by electronic means, also known as "Cyberbullying," as defined under M.G.L. c. 71, Section 37O. "

Prohibitions on Bullying

Bullying shall be prohibited: on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, at functions or programs whether on or off school grounds, at a school bus stop, on a school bus or other vehicles owned, leased or used by the school district or through the use of technology or an electronic device owned, leased, or used by the King Philip Regional School District; Bullying and Cyber-bullying are prohibited at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district if the act or acts in question creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school used in this policy and in the prevention and intervention plan referred to below.

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.

The term "aggressor" is used to refer to a student who engages in bullying or retaliation and the term "target" is used to refer to a student against whom bullying or retaliation has been perpetrated in place of the terms "perpetrator" and "victim" as used in M.G.L. c. 71, § 370. Nothing in this policy requires schools to staff any non-school related activities, functions, or programs.

Prevention and Intervention Plan

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

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

Schools will annually inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety.

Reporting

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

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

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents/guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

The KPRSD "Bullying Prevention & Intervention Anonymous Incident Reporting Form," has been developed for student, parent or staff to use to report incidents of suspected bullying. This form is available on the KPRSD website.

A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigating Procedures

The school Principal or a designee shall promptly investigate a report that would, if true, constitute bullying, cyber bullying, or retaliation, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses. The Principal or their designee, upon receipt of a report that would, if true, constitute bullying, cyber bullying, or retaliation, shall promptly contact the parents/guardians of a student who has been the alleged target or alleged aggressor of bullying.

Both prior to and after the investigation, support staff and/or the Principal or their designee shall assess an alleged target's needs for protection and steps to restore a sense of safety for that student, which may include the creation and implementation of a safety plan. The actions being taken to prevent further acts of bullying shall be discussed with the parents of the alleged target, and as necessary with the parents of the alleged aggressor. In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

To the extent practicable given the district's obligation to investigate the matter and as required by law, confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying. The principal or their designee will consider implementation of appropriate strategies for protecting from bullying or retaliation a student or staff member who has reported bullying or retaliation, a student or staff member who has witnessed bullying or retaliation, a student or staff member who provides information during an investigation, or a student or staff member who has reliable information about a reported act of bullying or retaliation.

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

If the school Principal or a designee determines that bullying has occurred, he/she shall take appropriate disciplinary action provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior. If it is believed that criminal charges may be pursued against the aggressor, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal

charges are warranted, the local law enforcement agency shall be notified. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

Upon receipt of a report or complaint that would, if true, constitute bullying, cyber bullying, or retaliation, the principal or designee will conduct an investigation and make a determination based upon all of the facts and circumstances, and whenever practicable, will do so within twenty (20) school working days of the principal's receipt of the complaint of bullying or retaliation. The principal or their designee may extend the investigation period beyond twenty (20) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the principal or their designee extends the investigation, he or she will notify the complainant and/or parents of the alleged target of the extension. The investigation shall make factual findings based on a preponderance of the evidence standard. Upon determining that bullying or retaliation occurred, the parents or guardians shall be informed of this determination, and of the school's procedures for responding to the bullying or retaliation. Notice to the parents of students will be consistent with the requirements of 603 CMR 49.00.

The notice to the parents or guardians of the target shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents/guardians of the target should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies, and may include, as appropriate, short-term suspension from school, long-term suspension from school, or expulsion.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent. Data regarding incidents of bullying will be reported to the Department of Elementary and Secondary Education annually in accordance with MGL c. 71 §370(k).

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

Retaliation

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

The King Philip School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, and appropriate family members of said student affected by bullying, as necessary.

Training and Assistance

Annual training shall be provided for all school staff members in preventing, identifying, responding to, and reporting incidents of bullying.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians.

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

The bullying prevention and intervention plan shall be posted on the school district website.

BEHAVIORAL GUIDELINES

Code of Conduct

It is the policy of the King Philip Regional School District to ensure an environment exists that is safe, orderly, and respectful towards all students and staff. Each person in the school must have the opportunity to grow personally, socially, and intellectually, and to exercise his/her rights in a positive and constructive way. Therefore, all members of the school community have the responsibility of conducting themselves in a way that demonstrates a respect for all individuals, their rights, and their property.

The behavioral guidelines that follow have been designed to prevent disruption to the educational process. Students should be sure to read this section carefully so that they will understand these procedures. They provide authority to impose distinct forms of discipline on an escalating scale; detention, suspension, and expulsion, depending upon the nature and severity of the offense committed. The discipline code of King Philip Regional School District is administered within the guidelines set forth by Massachusetts General Laws, regulations of the State Department of Education, and the U.S. Supreme Court with regard to due process for students. It is important to note, however, the progressive discipline model and guidelines below are only recommendations and, even if it is a first offense, school administrators may impose more or less severe sanctions in their discretion, after considering the individualized circumstances of the matter.

Progressive Discipline

Conduct expectations are based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in cases of second and subsequent offenses, or in cases where the severity of the infraction requires it. In determining the level of consequence, the administrator will consider all relevant factors including, but not limited to, the following:

- The student's previous disciplinary record
- The severity of disruption to the educational process

- The degree of danger to self, others, and the school community in general
- The degree to which the student is willing to change his/her inappropriate behavior

Restorative Justice

In addition to holding students accountable for inappropriate behaviors, the King Philip Regional School District community believes the discipline policy and practices should serve to teach students about their responsibilities for good citizenship and the effects their behaviors have on individuals and the school community. Therefore, in some conduct cases students may be offered the opportunity to participate in a community service project either inside or outside of the school building as a means of being held accountable and building skills toward good citizenship.

Discipline for Students with Disabilities

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school days or a series of short-term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement. These procedures include the responsibilities of the team and the responsibilities of the district.

1. A suspension of longer than 10 consecutive school days or a series of short-term or in-school suspensions that exceed 10 school days and constitute a pattern of removal are considered to constitute a disciplinary change in placement.
2. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents/guardians and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
3. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504.
4. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct, as appropriate, a functional behavior assessment or review any existing behavior intervention plan and take steps (with the consent of the parent/guardian or upon receipt of an order from a court of the Bureau of Special Education Appeals authorizing a change in the Student's placement) to modify the IEP/504, the placement, or the behavior intervention plan as appropriate and the student will not be suspended for more than 10 days (either consecutive or constituting a pattern of removal) for the violation found to be a manifestation of his/her disability.
5. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days if:
 - 1) The student is in possession of a dangerous weapon while at school, on school grounds, or at school-sponsored events;

- 2) The student is in possession of or using illegal drugs while at school, on school grounds, or at school-sponsored events;
- 3) The student engaged in solicitation or sale of a controlled substance while at school, on school grounds, or at school-sponsored events; or
- 4) The student inflicted serious bodily injury to another at school, on school grounds, or at school-sponsored events.

The interim alternative educational setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative educational setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. At the conclusion of the forty-five (45) school day period, the student shall be returned to his/her previous placement unless the parent/guardian (or student if 18+) consents to an extension of the interim alternative educational setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury, the school may remove the student to an interim alternative educational setting for 45 days only: 1) with parent/guardian consent or 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

6. The parent/guardian shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

SUSPENSION/EXPULSION INFRACTIONS OTHER THAN DANGEROUS WEAPONS, DRUGS, ASSAULTS ON STAFF OR FELONY COMPLAINTS - M.G.L. c. 71, sec. 37H 3/4

A student has the right to be heard prior to any imposition of suspension. Prior to the imposition of discipline, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency).

Definitions

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Suspensions or exclusions pursuant to M.G.L. c. 71, §§37H and 37H ½ do not count towards the calculation of the number of days of suspension under M.G.L. c. 71, § 37H ¾. Similarly, days of emergency removal do not count as days of suspension under M.G.L. c. 71, § 37H ¾.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and the parent/guardian.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process Under M.G.L. c. 71, Section 37H ¾

Please note these due process procedures apply to M.G.L. c. 71, § 37H ¾ only. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H ½, (felony offenses, dangerous weapons, possession of drugs, or assaults on staff) please see the appropriate sections below.

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

Emergency Removals; M.G.L. c. 71, § 37H ¾ Offenses Only

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or

materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate.

Before the expiration of the two (2) school days, unless an extension of time for the hearing is otherwise agreed to by the Principal, student, and parent/guardian, the Principal must provide the student an opportunity for a hearing with the Principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and must provide the parent/guardian with an opportunity to attend the hearing.

Additionally, the Principal is required to 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 notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable.

A principal may 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.

In-School Suspension M.G.L c. 71, § 37H ¾ Offenses Only

In-School Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Due Process for In-School Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student

committed the disciplinary offense, the principal will provide oral notice to the student and parent/guardian of the length of the In-School Suspension and will make reasonable efforts to meet with the parent/guardian. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

Principal's Decision: In School-Suspension M.G.L c. 71, § 37H ¾ Offenses Only

On or before the day of suspension, the principal shall send written notice to the student and parent/guardian about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent/guardian to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or by other method of delivery agreed to by the principal and the parent/guardian. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents/guardians will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent/guardian oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent/guardian an opportunity to participate in such a hearing.

The principal shall provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged

incident, and for the parent/guardian to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate.

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

Principal's Hearing: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

At the Principal's hearing, the student and parents/guardians (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision: Short-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

The principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, § 21. The determination shall be in writing and may be in the form of an update to the original written notice. A short-term suspension is final with no opportunity for appeal.

Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents/guardians will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent/guardian and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent/guardian of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; (3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school district; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made, and a copy will be provided to the student and parent/guardian upon request.

Principal's Hearing: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

The student will have their rights identified in the written notice and the principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision: Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and the parent/guardian. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive educational services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the

student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

Appeal of Long-Term Suspension M.G.L c. 71, § 37H ¾ Offenses Only

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. The student or parent/guardian shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not filed within the specified timeframe, the superintendent may deny the appeal, or may allow the appeal at his or her discretion, for good cause.

Superintendent Appeal Hearing M.G.L c. 71, § 37H ¾ Offenses Only

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension. The superintendent shall make a good faith effort to include the parent/guardian in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

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

Superintendent's Decision M.G.L c. 71, § 37H ¾ Offenses Only

The superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate.

If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal but shall not impose a suspension greater than that imposed by the principal's decision.

The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

Opportunity to Make Academic Progress

The school district shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21.

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

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

SUSPENSION/EXPULSION INFRACTIONS FOR DANGEROUS WEAPONS, DRUGS, ASSAULTS ON STAFF AND CRIMINAL FELONY MATTERS - M.G.L. c. 71, §§ 37H and 37H 1/2

Short-Term Suspension M.G.L. c. 71, §§ 37H and 37H 1/2

For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parent/guardian will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion M.G.L. c. 71, §§ 37H and 37H 1/2

Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2)

possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff M.G.L. c. 71, § 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's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

Principal's Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H

Any student who is charged with a violation of either paragraphs 1 or 2 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, the Principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either 1 or 2 above.

Appeal to the Superintendent: Long-Term Exclusion, M.G.L. c. 71, § 37H

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent at the student's own expense. 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.

Opportunity to Make Academic Progress

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 in a manner consistent with M.G.L. c. 76, § 21 for suspensions of more than ten (10) consecutive days. 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 M.G.L. c. 76, § 21. For suspensions of ten (10) consecutive days or less, the student will have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Felony Complaints M.G.L. c. 71, § 37H 1/2

Issuance of a Felony Criminal Complaint: 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 of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H1/2

The student shall receive written notification of the charges and the reasons for such suspension prior to a long-term suspension taking effect. The student shall also receive written notification of his/her 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.

Appeal to the Superintendent: Long-Term Exclusion, M.G.L. c. 71, § 37H1/2

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf and shall have the right to be represented by counsel at student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the King Philip Regional School District regarding the suspension.

Adjudication of Delinquency: Admission of Guilt or Conviction, M.G.L. c. 71, § 37H1/2

Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing: Long-Term Exclusion, M.G.L. c. 71, § 37H 1/2

Prior to a long-term suspension, the student shall receive written notification of the charges and 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 the hearing, the principal shall issue a written decision. The student shall also receive

written notification of his/her right to appeal such expulsion, however, the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

Superintendent's Appeal: Long-Term Exclusion, M.G.L. c. 71, § 37H 1/2

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent/guardian within three calendar days of the expulsion. At the hearing the student shall have the right to present oral and written testimony on his/her behalf and shall have the right to be represented by counsel at the student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the King Philip Regional School District regarding the expulsion.

Opportunity to Make Academic Progress

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 in a manner consistent with M.G.L. c. 76, § 21 for suspensions of more than ten (10) consecutive days. 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 M.G.L. c. 76, § 21. For suspensions of ten (10) consecutive days or less, the student will have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

SEARCH AND INTERROGATIONS

Searches by Staff

Since lockers are property of the school department, the schools maintain the right to search lockers and students are on notice that they do not have an expectation of privacy in school lockers. The schools will conduct announced and unannounced locker inspections. King Philip Regional School District is not responsible for the loss of property during the school year. These rules and regulations along with the school's school-based procedures also apply to students' desks.

Search of a student will be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets,

coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

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

Interrogations by Police

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

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

Student Pranks

Student pranks of any kind are unacceptable activities. Students engaged in such activities will be disciplined accordingly. Those students will face the possibility of not participating in any activities.

Student Strikes/Demonstrations

Channels for the airing of student problems and concerns are provided through class officers, Student Council, and the Student Advisory Council. Student problems must be handled through these organizations only. Strikes or demonstrations disruptive to the educational process will not be tolerated.

In the event of this type of disruptive behavior students will be identified by school personnel and a list compiled. As soon as possible, parents/guardians will be called and requested to come to the school to remove their son or daughter from the school grounds.

Any students participating in strikes, sit-ins, demonstrations, and the like while school is in session could face disciplinary consequences up to and including suspension.

PHYSICAL RESTRAINT

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of

physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

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

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

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

The use of prone restraint except as permitted under 603 CMR46.03 or of any physical restraint in a manner inconsistent with the regulations at 603 CMR 46.00, is also prohibited.

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate. The parent(s)/guardian(s) of any student who has been restrained will be notified as soon as is possible and no later than twenty-four hours after a restraint has occurred.

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

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

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

If the district uses time-out as a behavioral support strategy, a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation will be implemented. The use of "time out" procedures during which a staff member continuously observes and remains immediately available to the student shall not be considered seclusion restraint.

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

DISCRIMINATION & HARASSMENT GRIEVANCE

The King Philip Regional School District is committed to maintaining school environments free of discrimination and harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Definitions

For the purposes of this procedure:

“Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school district.

“Harassment” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

“Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct, which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school.

Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile as referenced in paragraphs B and C, the school district examines the context, nature, frequency, and location of the incidents, as well as the identity, number and relationships of the persons involved. Off-campus conduct at a non-school sponsored event only constitutes harassment when the off-campus conduct creates a hostile environment at school for the victim. Conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim. The school district must consider whether the alleged harassment was sufficient to have created such an

environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Discrimination, Harassment and Retaliation Prohibited

Harassment and discrimination in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this procedure is unlawful and will not be tolerated by the King Philip Regional School District.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements. For the purpose of this Procedure, the term “Principal” shall mean “Principal or designee.”

How to Make a Complaint

The individual who experienced alleged discrimination or harassment will be referred to as the “alleged victim.” The individual who is alleged to have engaged in harassment or discrimination will be referred to as the “alleged offender.” When the alleged victim and the alleged offender are discussed collectively, they will be referred to as “the parties” and may be referred to as a “party.” There may be instances where another person, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this Procedure, and that person is referred to as the “reporter.” In those limited circumstances, the District will determine which of the protections provided to the alleged victim under the Procedure are also applicable to the reporter.

- Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal.
- Students may also report incidents of harassing conduct to a teacher, administrator or other District official.
- Any complaint received by school personnel should be promptly reported to the Principal or Civil Rights Coordinator. If the Principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint.
- Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the Principal.
- Any District employee who observes discrimination or harassment must report the incident to the Principal or Civil Rights Coordinator. A failure to do so may result in remedial or corrective action.
- Any District employee who observes discrimination or harassment against a student should intervene to stop the harassment.
- Upon receipt of a report of discrimination or harassment, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report. If the report involves an accusation

against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.

Anonymous Reports

Alleged victims and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or alleged victims seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including discipline against an alleged offender, that the retaliation against individuals who report discrimination or harassment is prohibited.

Complaint Procedure

1. Any member of the school community who believes that he or she has been subjected to sexual harassment will report the incident(s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his or her response to the complaint.
 - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 - d. On the basis of the grievance officer's perception of the situation he or she may:
 1. Attempt to resolve the matter informally through reconciliation.
 2. Report the incident and transfer the record to the Superintendent or their designee, and so notify the parties by certified mail.
 3. After reviewing the record made by the grievance officer, the Superintendent, or designee, may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging part with government agencies that handle sexual harassment matters.

Interim Measures

The District will provide prompt and reasonable interim measures, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Upon receipt of a complaint, the Civil Rights Coordinator or Principal will identify whether reasonable interim measures are appropriate. Interim measures may be provided regardless of whether a formal complaint is filed. Interim measures may include: (1) access to counseling services; (2) changes to class schedules; (3) no contact orders (administrative remedy designed to curtail or bar contact or communications among individuals); and (4) any measures consistent with law and the District's educational mission that can be used to achieve the goals of this Procedure. Interim measures should be monitored and designed in a fair manner to meet the goal stated in this section and so as to minimize the loss of time in the classroom and to minimize the impact on all affected, including the alleged victim and alleged offender. Requests for interim measures should be directed to the Principal or Civil Rights Coordinator. As stated above, the Civil Rights Coordinator or Principal will identify whether reasonable interim measures are appropriate regardless of whether or not such measures are requested. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination or harassment has occurred.

Leniency on Other Procedures or Rule Violations

To encourage reports of discrimination or harassment, the District may at any point in an investigation offer leniency with respect to violations of other District or school policies that may come to light as a result of such reports, depending on the circumstances.

Timeframes

The District will seek to complete any investigation within twenty (20) school days after receipt of a complaint. The investigator may impose reasonable timeframes on all parties to allow the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified above because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the alleged victim of the extension. Although cooperation with law enforcement may require temporary suspensions of an investigation, the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed. If appropriate, the District will continue to provide appropriate interim measures throughout the investigation, including during any suspension or extension of the investigation.

Appeal

If the alleged victim or the accused is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent within seven (7) calendar days after receiving notice of the outcome of the investigation, except in cases in which the accused is subject to long-term suspension as a result of a finding of discrimination or harassment. In such an instance, the appeal rights of the accused will be provided in a manner consistent with the relevant disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing to the Superintendent, King Philip Regional School District, 18 King Street, Norfolk, MA 02056. The Superintendent will make a decision on the appeal within thirty (30) calendar days of the date of receipt of the written appeal.

Civil Rights Coordinators

Civil Rights Coordinators for the King Philip Regional School District:

Dr. Susan Gilson
Assistant Superintendent of Schools
18 King Street
Norfolk, MA 02056
508-520-7991

Mr. Larry Azer
Director of Finance and Operations
18 King Street
Norfolk, MA 02056
508-520-7991

Title IX of the Education Amendments of 1972

The King Philip Regional School District does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The King Philip Regional School District is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The King Philip Regional School District's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of King Philip Regional School District or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: www.kingphilip.org (Parent/Student Tab). Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: www.kingphilip.org (Parent/Student Tab).

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant’s wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District’s Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District’s Title IX Coordinator(s) are:

Dr. Susan Gilson (Assistant Superintendent)	Mr. Larry Azer (Business Director)
18 King Street Norfolk, MA 02056 (508) 520-7991	

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 by imprisonment in a house of correction for not more than one 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 be contrary, consent shall not be available as a defense to any prosecution under this action. M.G.L. c. 269, §17.

Failure to Report Hazing

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/herself 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. M.G.L. c. 269, § 18.

Issuance to Students and Student Groups, Teams and Organizations

Each institution of secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution which fails to make such report. M.G.L. c. 269, § 19.

EDUCATIONAL OPPORTUNITIES/NOTICE OF NON-DISCRIMINATION

The King Philip Regional School District does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual

orientation, gender identity, disability, homelessness, religion, age or immigration status. The King Philip Regional School District is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, veteran status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The King Philip Regional School District’s policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of King Philip or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, veteran status, age or disability.

The Superintendent has designated at least one administrator to serve as the compliance officer for the District’s non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District’s Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both. To file a complaint alleging discrimination or harassment under this section, please contact the Civil Rights Coordinators or the Director of Student Services for 504, Foster, Homeless, or ELL. Their contact information is listed below.

<p>Dr. Susan Gilson Assistant Superintendent of Schools</p>	<p>Civil Rights, Title IX, Title I, Title II</p>
<p>Mr. Larry Azer Director of Finance and Operations</p>	<p>Civil Rights, Title IX, Title VII</p>
<p>Ms. Lisa Moy Director of Student Services</p>	<p>504, ADA, Foster, Homeless, ELL</p>
<p>18 King Street, Norfolk, MA 02056 508-520-7991</p>	

MIDDLE SCHOOL: EXPECTATIONS FOR STUDENT BEHAVIOR

King Philip Middle School holds high expectations for behavior so that learning can be both positive and productive. Respectful and responsible behaviors are expected of our students. In general, the following behaviors are not allowed:

- Wandering in the corridors and lavatories
- Littering corridors and/or school grounds
- Dumping another student's books
- Gum chewing, eating candy, or possessing cafeteria food outside of the cafeteria
- Being late to class
- Inappropriate behavior in the cafeteria
- Verbal and physical fighting
- Bullying and/or name-calling
- Profanity to adults or to one another
- Chronic lack of academic effort
- "Just Fooling Around" – such as when a student is poking, pushing, tripping, and/or jostling another student. King Philip students are expected to follow a hands-off policy.

Middle School: Expectations for Cafeteria Behavior

It is recognized that this list does not cover every situation that could occur in school. Students are always expected to be respectful and responsible.

- Quiet hallway travel to and from the cafeteria
- Table hopping is not permitted; students must remain in the seat they chose for the entire lunch period
- Trash must be thrown in the trash receptacles; all members of a table are responsible for cleaning the area
- Permission must be obtained to leave the cafeteria for any reason from the lunch supervisor
- Areas must be cleaned in order for the table to be dismissed
- The use of electronic devices of any kind are not allowed in the cafeteria.

Books, notebooks, art materials, pencils, pens or school supplies of any kind are not allowed in the cafeteria during lunch.

DETENTION

Teachers will handle discipline for violations that occur in their own classrooms. Teachers may assign detentions, notify parents/guardians, schedule parent/guardian conferences, use consequences consistent with the misconduct, or refer students to the assistant principal, if the situation warrants it. Failure to report to a teacher detention will result in assignment of one or more office detentions. At

the middle school lunch detentions may be assigned for minor infractions, by teacher and/or school administration. Failure to report for a lunch detention may result in further disciplinary action.

Teacher Detention

Teacher detention may be assigned for the following infractions:

- Misbehavior in class
- Tardiness to class without a pass unless the student has been marked absent
- Missing homework assignments
- Failure to comply with a teacher request
- Academic detention
- Other as necessary

Office Detention Policy (2:15 P.M. to 3:15 P.M.)

Office detention may be issued by the administration for certain notable offenses. The determination of whether or not an infraction, given the individualized circumstances, is appropriate for detention is in the sole discretion of the Principal or designee. The sanctions listed below are merely guidelines, and the Principal or designee more impose more or less severe consequences in his or her discretion. Any student receiving office detention is expected to serve without exception.

Office detention will be held Tuesday through Thursday at the middle school and Monday through Friday at the high school. A student who has both a teacher detention and an office detention will report first to the teacher detention. The student must make arrangements to serve the office detention with the administration within a day of the teacher detention. Detention must be served on the day it has been assigned. Twenty-four-hour notice will be given to all students assigned an office detention. Students must report to the office detention with study materials, prepared to work during the entire time. A student will not be allowed to participate in any after school activity including rehearsals, practices, or games until all detentions have been served. It is the student's responsibility to avoid assignment of detention. Students who are absent or dismissed on a day the detention was assigned must make up the detention the very next day.

Saturday detention is an option used by the administration for a variety of offenses. It can be used in lieu of suspension so that students do not miss instructional time from the classroom. Saturday detention runs from 8:30 A.M. until 11:30 A.M.

Corridor Guidelines

1. Any student found in the corridors without a pass will be brought to the main office. Penalty for cutting a class will be assigned by an administrator.
2. Students who are legitimately passing through the corridors during class time will walk and speak quietly so as not to disturb classes. Students disrupting classes will be reported to an administrator.

DISCIPLINARY INFRACTION GUIDELINES

It is impossible for the district to identify in the handbook the full set of behaviors that might result in consequences for misconduct. As the need arises, additional infractions may be added to the policy. Any student's action or perceived action that could threaten the health or safety of that student or others shall result in immediate administrative action. Suggested imposition of suspensions contained herein are merely guidelines and do not impose any limits on the school administration's discretion to impose more or less severe disciplinary sanctions based on individualized circumstances and the number of offenses.

<i>VIOLATION</i>	<i>PENALTY</i>
<i>Malicious or unlawful use of school computers and/or school computer programs</i>	<i>Subject to detention, Saturday detention, in-school suspension and/or short/long-term suspension</i>
<i>Alcohol or drug use/possession/distribution or paraphernalia in school or at school functions or on school premises</i>	<i>Subject to short and/or long-term suspension; subject to expulsion (drugs only); police will be notified</i>
<i>Under the influence of drugs/alcohol but not in possession of either substance on school property or at school functions or on school premises</i>	<i>1st Offense – suspension from 3 days to a maximum of 5 days 2nd Offense – suspension for up to 10 days 3rd Offense – possible long-term suspension Police will be notified for every offense</i>
<i>Threats Direct or implied threat of violence against the school staff or a student, individually or collectively.</i>	<i>Subject to short/long-term suspension/expulsion; police will be notified</i>
<i>Assault/Battery (Teacher or staff and other students)</i>	<i>Subject to suspension/expulsion; police will be notified</i>
<i>Class Truancy (Middle School)</i>	<i>1st Offense – 1 detention 2nd Offense – 2 detentions 3rd Offense – Saturday detention 4th Offense – possible suspension</i>
<i>Class Truancy (High School) > 50% of class</i>	<i>1st Offense – 1 detention 2nd Offense – 2 detentions 3rd Offense – Saturday detention 4th Offense – possible suspension</i>
<i>Teacher Detention Cuts</i>	<i>1st Offense – 1 office detention 2nd Offense – 2 office detentions 3rd Offense – Saturday detention 4th Offense – possible suspension</i>

<i>Cellphone and other personal electronic devices including headphones use and/or Possession (Middle School Only)</i>	1st Offense – Detention and confiscation w/ student pick up 2nd Offense – Saturday Detention and confiscation w/ guardian pick up
<i>Vandalism and/or Theft</i>	Subject to detention, Saturday Detention; in-school suspension; short/long-term suspension; restitution; possible police notification.
<i>Harassment/Bullying</i>	Subject to suspension; police may be notified
<i>Hate Crimes</i>	Subject to short/long-term suspension; police will be notified
<i>Possession of a weapon in school, on school grounds, or at a school activity</i>	Subject to suspension/expulsion; police will be notified
<i>Dress code violation considered disruptive to the educational process or as may be prohibited in the student handbook</i>	1st Offense – warning and opportunity to correct 2nd Offense – 1 office detention 3rd Offense – 2 office detentions 4th Offense – Saturday detention
<i>Fighting</i>	Subject to in-school suspension; short/long-term suspension
<i>Truancy / Leaving School Grounds without permission</i>	1st Offense – up to 1 day suspension 2nd Offense – up to 3 days suspension 3rd Offense – up to 5 days suspension
<i>Tardiness – per quarter (High School Only)</i>	3rd Tardy – verbal warning to student 4th Tardy – Underclassmen parents/guardians notified, seniors lose privileges for the remainder of the quarter 5th Tardy – underclassmen detention 8th Tardy – underclassmen Saturday detention and parents notified 11th Tardy – underclassmen in-school suspension with parent/guardian meeting, seniors lose privileges for the remainder of the semester with possible additional disciplinary measures as deemed appropriate by administration 12th Tardy – BBST (Building Based Support Team) or other meeting to develop behavior plan, possible community service hours
<i>Forgery</i>	Subject to detention; Saturday detention; in-school suspension

<i>Cheating/Plagiarism</i> *Copy/borrow another's work *Use of translation sites *Give one's assignment to another *Teacher will notify parent/guardian	1st Offense – 2 Saturday detentions and zero on assignment 2nd Offense – up to 2 days suspension and zero on assignment 3rd Offense – up to 3 days suspension and zero on assignment
<i>Abusive/Vulgar Language/Gesture/Material</i>	Subject to detention; Saturday detention; in-school suspension; short/long term suspension
<i>Smoking and/or Tobacco Use/Possession/Electronic cigarettes/ Vapor Devices</i>	1st Offense – Saturday detention 2nd Offense – 1 day suspension 3rd Offense – 3 days suspension
<i>Gambling</i>	Subject to detention, Saturday detention, in-school suspension, suspension
<i>Insubordination: Refusal to cooperate, defiant, disrespectful, disruptive</i>	Subject to detention, Saturday detention, in-school suspension, suspension
<i>Gross Insubordination: Extreme acts of defiance, disrespect, disruptive behavior</i>	Subject to Saturday detention, in school suspension, suspension
<i>Disruption of School Environment</i>	Subject to Saturday detention, in school suspension, suspension; police notification
<i>Safety Violations – Any behavior that potentially endangers the health and safety of any person</i>	Subject to suspension, including long-term suspension; police notification
<i>Bus Violations - Inappropriate or unsafe behavior is subject to suspension or revocation of bus riding privileges.</i>	1st Offense – Ten (10) school days suspension of riding privileges 2nd Offense – Twenty (20) school days suspension of riding privileges 3rd Offense – Suspension of riding privileges for the remainder of the school year

Parking at King Philip Regional High School is a privilege and parking privileges may be suspended for incidents concerning truancy, class cuts, alcohol/drug use or possession and/or any other code of conduct violation.

A drug for the purpose of M.G.L. c. 71, 37H is defined as a controlled substance as defined in chapter ninety-four C.

During suspensions, students may not participate or attend any extracurricular activities until suspensions are complete.

Five suspensions may result in the loss of all school privileges (extracurricular and activities).

Students charged with any felony violations, related or unrelated to school, may be subject to the provisions of M.G.L. c. 71, § 37H1/2. The local police and King Philip Regional School District work closely together to ensure student safety.

GENERAL INFORMATION

Visitors

As a matter of courtesy and safety, all guests, visitors, and parents/guardians must ring the doorbell at the main entrance, then report to the office where they will be required sign in and present a valid picture ID. They will then be provided with a visitor’s badge and be escorted to the office/individual they are visiting. Visitors in the building must wear Visitor Badges while they are in our building. Students from other schools will not be accepted as classroom guests during the school day. Extenuating circumstances will be evaluated by an administrator.

Observations of General Education and Special Education Programs

Observations of a student’s current and/or proposed special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3 and the policies and procedures set forth in the KPRSD policy on Observations of Special Education Programs (Policy IHBA). Parents must request an observation five (5) days in advance and can submit the request to the Director of Special Education and building Principal. Observers may be required to sign a non-disclosure form to protect student confidentiality.

Passes

Students are expected to have corridor passes when they are outside of the classroom during class time.

Telephone

There is a phone available for student use in the main office for emergencies only. We will not accept telephone messages for students unless it is an emergency.

Daily Announcements

Daily announcements are made over the school’s intercom system at the start of each school day. Occasionally, there will also be afternoon announcements. All students should listen attentively to announcements over the intercom system.

Professional Development Days

Periodically school will be released at the half day in order to allow the faculty time to participate in special workshops directed toward departmental curriculum reviews, improvement of our regional programs, and cooperative programs with the elementary schools.

Books

Students are responsible for the books and other instructional materials provided by the King Philip Regional School District. Students will be charged for lost or damaged books. Middle school students are required to cover all textbooks.

Cafeteria

A monthly cafeteria menu is posted on the King Philip website. Students are expected to proceed to and from the cafeteria in an orderly manner. It is expected that all students will behave properly in the cafeteria lines and at the lunch tables and keep their areas clean. All lunches are to be consumed in the cafeteria. Students cannot leave without permission. Students sit in groups of up to seven or eight at the tables and are not allowed to table hop.

Energy Drinks

The middle school prohibits the consumption of energy drinks during the school day due to the high amounts of sugar and caffeine.

Lost and Found

The lost and found departments at the middle school are in the main office, the gymnasium and the nurse's office. The lost and found at the high school is outside of the main office. Articles found should be brought to these locations immediately so that owners may claim their property. Please do not bring valuables or large sums of money to school. Students are urged to put their names in each and every book they receive. If a lost book is returned, the student will be notified and the money that he/she has paid will be refunded.

Insurance

The King Philip Regional School District offers a student insurance plan which covers a student in all school activities. The plan is available for those wishing to participate. It is recommended that all students be covered by some type of health or accident insurance.

Accreditation

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

King Philip Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

18-Year-Old Students

Students who have reached the age of 18 have full legal capacity, pursuant to M.G.L c. 231, § 85P, to make educational decisions and access rights relative to any transactions and decisions with the King Philip Regional School District. This means that each student who is 18 or older is an adult with the independent rights and privileges to make educational decisions. Adult students will be solely responsible for all school-related matters, including but not limited to, educational decisions, compliance with attendance policies, and disciplinary actions. Under Massachusetts state regulations, parents/guardians of a student who has reached the age of 18 continue to maintain rights related student records, unless expressly limited in writing, by the adult student. Even if the adult student expressly limits the parent/guardian's rights in writing, the parents/guardians still maintain the authority to inspect the student's record upon request. Unless the school district receives written notice of a limitation of parent/guardian rights, parents/guardians will also continue to receive school-related correspondence and notifications regarding the adult student.

College Visits

Juniors and seniors are encouraged to visit colleges and universities to explore avenues and areas of interest. These college visits should be taken during summer months and regularly scheduled vacation. Aware that this is not always possible, juniors and seniors are allowed a maximum of three excused absences from school to visit colleges.

To be excused for a college visit:

1. Students must present **WRITTEN EVIDENCE** on college stationery confirming that they attended a college visit (college booklets and business cards will not be accepted as confirmation). A telephone call from a parent/guardian will not be accepted.
2. Students absent from school are expected to make up all work assigned or completed during their absence. It is the students' responsibility to ask their teachers about work that needs to be made up. Work that was due on the day of the absence is not make-up work and is due on the day the student returns.

Health and Wellness Promotion

The King Philip Regional School District embraces educational programs that encourage more proactive and positive research-based approaches to wellness. The program choices and strategies used

are guided by the King Philip Regional School District Wellness Committee which draws from the research-based social norms theory. From the social-norms theory, we know that individual behaviors are influenced by how peers think and act. We also know that peers strongly influence behavioral choices. Through education the goal of social norms theory is to promote actual norms so misperceptions of negative behaviors (for example, bullying and substance abuse) decrease and more healthy protective behaviors increase.

Faculty Hours and Extra Help

All faculty members have a designated day during which they are available after school to provide extra help or enrichment services for students. Faculty members will also make themselves available, as needed, at times that are mutually convenient for themselves and students for assisting students. Students should seek out their teachers to arrange times to receive additional instructional assistance. If a student is failing a course when progress reports or grades are issued, he/she should make arrangements with his/her teacher for extra help sessions until the grade reaches a passing level.

Lunch Program: Free and Reduced

Families on limited income may be eligible for the Free or Reduced-Price Lunch Program as established and maintained by the Federal Government. Eligibility is determined by income and family size. Application forms are available on the district website or in the main office. Parents/guardians should fill in the forms and return them to the main office as soon as possible. Confidentiality will be kept in all instances.

No School/Delayed Openings

When school sessions are to be called off or delayed one hour because of weather conditions, announcements will be made over the following radio and television stations:

WBZ	Channel 4	WRKO	Boston (680)
WCVB	Channel 5	WBZ	Boston (1030)
WHDH	Channel 7		

Parents/guardians should tune their televisions/radios to these stations between 6:30 A.M. and 7:20 A.M. Current information can also be found on the King Philip website at www.kingphilip.org. Parents/guardians will also be notified through our student information system.

Should it become necessary to dismiss school before the usual closing time, announcements will be made over the same stations and through our student information system. **PLEASE DO NOT** call the Police or Fire Departments, as that will disrupt vital emergency services.

Also, **DO NOT CALL THE SCHOOL** because such action will delay essential cancellation procedures including slowing down the flow of communications with the radio stations.

Modified schedules for delayed openings can be found at the end of the district handbook.

Pledge of Allegiance

Massachusetts School Law indicates that "each teacher at the commencement of each day in all grades in all public schools shall lead the class in a group recitation of the 'Pledge of Allegiance'" followed by a period of silence. Students are not mandated to become actively involved in these proceedings to the extent that a verbal pledge is required, however, all students are to remain quiet and respect the dignity of their peers and the intent of these exercises.

Work Permits

High school students can obtain work permits in the Main Office. All students under 18 years of age must have a work permit as a requirement for employment. The hours are from 7:30 A.M. to 2:45 P.M. - Monday through Friday. Students must have secured employment and have the name and address of the employer to obtain a work permit. In addition, students must bring proof of age in the form of a birth certificate, license, or driver's permit.

Physical Education

The aims of KPRSD's Physical Education classes are: to aid in the development of the entire student so that a well-trained mind may function properly in a healthy body; to encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life; to increase appreciation of physical fitness and its importance in regard to good health; and to impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

Dropping off lunch/food/drink for students in the main office

We do understand from time to time that students forget their lunch when leaving for school. Parents/guardians are certainly encouraged to bring in and drop off a brown bag lunch for their child to pick up during lunchtime. There are several guidelines that we would encourage you to follow:

- Takeout food is not permitted (Dunkin', McDonald's, etc.).
- The main office is not responsible for any food that is dropped off outside of the main office.
- To reduce disruption to classes - students are not allowed to come down during the non-lunch hours to pick up any food or drink that has been dropped off.

Academic Information and Course Protocols for Middle School Students

Middle School: Class Changes

Any change in a student's program must be approved by his or her guidance counselor, a parent/guardian, and the principal. For changes to be considered within the same level, there must be evidence that significant communication has taken place between student, parent/guardian, and the teacher. The student also should have made every attempt to attend extra help sessions offered by the teacher. Changes must be submitted for approval no later than September 30. After this time, extenuating circumstances will be considered by the building principal.

Middle School: Marking System

Letter grades are used to signify the following:

A	Excellent (Outstanding accomplishment, showing mastery of content, creativity, and the ability to apply principles.)
B	Very Good (Accomplishment above the average, and showing a significant degree of mastery, creativity, and ability to apply principles.)
C	Satisfactory (Demonstrates a working knowledge of content and ability to apply the material learned.)
D	Poor (A low passing mark, showing minimal accomplishment which should be considered unsatisfactory, especially for continuation in sequential courses.)
F	Failure (Does not meet minimum requirements, a very poor level of accomplishment or failure to do required work; poor attendance may be a contributing factor along with attitude and effort.)
I	Incomplete (A temporary grade given for incomplete work due to illness or excused absence; must be made up before the end of the following marking period.)
P/F	Pass/Fail (Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.)
M	Medically Excused
W	Withdrawn

Middle School: Grade Equivalents

Letter grades are used to signify the following:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	94-96	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

Middle School: Report Cards

Report cards are available for viewing through the district's student information system. The district sends out notification, through the district-wide email system, indicating that they have been published.

Middle School: Progress Reports

Progress Reports are available at midterm each trimester through the district's student information system. The district sends out notification, through the district-wide email system, indicating that they have been published.

Middle School: Promotion

In order for a student to be promoted at King Philip Regional Middle School, he/she shall have met the following criteria:

- Students must pass all major subjects – language arts, mathematics, science, and social studies.

- If a student fails one major subject, he/she may be required to attend summer school for the subject. If the student receives a passing grade in summer school, he/she will receive credit for the course or be tutored in the area of that subject by a certified educator.
- If a student fails two subjects, he/she will be required to attend summer school for both subjects. If the student receives a passing grade after attending summer school or tutored by a certified educator, he/she will receive credit for the course.
- Students failing three or more subjects may be retained.

Failure to attend or failure to complete the requirements of summer school will result in retention. Exceptions to this policy are at the sole discretion of the building principal.

Middle School: Honor Roll

In order for a student to receive recognition as an honor student, certain high standards of achievement must be set each marking period.

- A student will be placed on the “Highest Honor Roll” for outstanding achievement if he/she receives all A’s in the major subject areas, which include language arts, science, mathematics, and social studies (and world language for grade eight students only).
- A student will be placed on the “High Honor Roll” if he/she receives all A’s and B’s in the major subject areas, which include language arts, science, mathematics, and social studies (and world language for grade eight students only).
- A student will receive recognition on the “Honor Roll” by earning all B’s in the major subject areas, which include language arts, science, mathematics, and social studies (and world language for grade eight students only).
- In addition, all students must receive a minimum of a B- in all other courses.

Middle School: Academic Awards Qualifications

At the end of each school year, recognition ceremonies are held to honor those students who have achieved academic excellence. To qualify for an award, a student must earn an A or a B in all subjects every trimester. No grade can be lower than a B-.

Additionally, the following awards are presented to students meeting the criteria:

- Highest Honors All Three Trimesters
- Honor Roll All Three Trimesters

Middle School: Cheating

Communication of any sort during quizzes or tests will be interpreted as cheating. Students found to be copying homework, or having it done for them, will also be considered to be cheating and will receive no credit for those assignments. Other work may be assigned (at the teacher’s discretion) in lieu of a no credit mark. Parents/guardians will be notified by the teacher in the event that cheating occurs. Please reference the discipline section of the handbook for consequences of cheating infractions.

Middle School: Incomplete Work and Grades

Work that has not been turned in, or was partially completed when submitted, is considered to be incomplete. Students will not be excused from incomplete work.

Incomplete work due to illness or other just cause as determined by the teacher or special education team can be made up within a reasonable time. Failure to make up the work within the allotted time will result in a failing grade.

Reasonable time is defined as follows:

1. For an absence of one or two days, the maximum make-up allowance will be four school days.
2. For an absence of more than two consecutive days, the maximum allowance will be eight school days.
3. When a test or quiz is missed due to a late arrival or an early dismissal, the student will be expected to take the test/quiz on the day of return.
4. When a test or quiz is missed due to a one-day absence, the student will be expected to take the test/quiz on the day of return or by arrangement with the teacher. The maximum make-up allowance for a test/quiz is 5 school days which begins the day the student returns after his/her absence.
5. Additional time may be granted only in extenuating circumstances.

Students receiving an incomplete grade on their report card have one month from the date report cards are issued to complete the work. Any extenuating circumstances are subject to review by the principal.

Middle School: Vacations

Due to the importance of daily instruction, family vacations are not considered a valid reason for absence. While your teachers will let you make up missed assignments, tests, and quizzes, they are not required to prepare work in advance for a vacation related absence. Likewise, teachers are not required to re-teach work or to tutor a student when the student returns from vacation. It is the student's responsibility to make-up missed work when absent due to family vacation.

Middle School: Make-Up Work

It is the student's responsibility to check with each of his/her teachers about missing work immediately upon his/her return to school after an absence. Students who are sent from class for disciplinary reasons or are suspended from school are also required to make-up all work.

Middle School: Homework

All of our teachers will assign homework. Some assignments will be in written form while others may require reading, studying, or review.

We expect our students to:

1. Record assignments daily in their Agenda.
2. Spend 1-2 hours of quality time each night on homework.
3. Attempt all homework assignments with effective effort.
4. Hand in homework on time.
5. Be responsible for any missed assignments due to class absence.
6. Be able to explain how homework affects their total grade.

7. Call a classmate for assignments when absent.

Middle School: Study Tips

Effective study time must be planned. Here are a few hints to help students to develop good study habits.

1. Be organized. Do your work on time.
2. Have a structured time.
3. Be sure you are comfortable.
4. Have all needed materials together before starting to study.
5. Start the toughest assignments first.
6. Stay on task.
7. After completing each assignment, review material studied.
- 8.

Academic Information and Course Protocols for High School Students

High School: Advanced Placement/Honors Courses

Advanced Placement courses are college-level courses. Teachers follow a curriculum prescribed by the College Board. Advanced Placement courses require ability and commitment greater than Honors courses. Both levels, however, demand that students invest a considerable amount of time outside the classroom. Enrollment in Advanced Placement and/or Honors courses is based primarily upon proven achievement and ability as demonstrated by grades and/or test results. Teacher recommendations also weigh heavily upon this decision.

High School: College Preparatory Courses

College Preparatory courses provide a foundation in the subject and prepare students for academic work beyond high school. College Preparatory courses are designed to emphasize the development of the study skills necessary for continued progress in the discipline.

High School: Advanced Placement Courses and Exam Information

Advanced Placement (AP) courses most closely parallel a first-year college course. As we attempt to meet the goal of college and career readiness for all our students, the high school is altering its approach to student enrollment in AP courses. We will actively recruit and encourage more students to register for an AP course. Given that AP course work is extremely rigorous, student success will be predicated on many factors including student and teacher self-efficacy, demanding expectations, and a high level of effort and engagement. We encourage all students to closely examine the AP offerings at KP and to register for the most challenging course work available to you.

Students and parents/guardians should be aware that there is a fee for students taking the Advanced Placement exams. Families who need financial assistance for the AP exams should contact their guidance counselor.

KPRHS will only offer the AP exams for the courses offered at KPRHS (both in the classroom and through VHS). Students wanting to participate in an AP exam that KPRHS does not offer are encouraged to contact local high schools for their testing information.

Additional information on the Advanced Placement Examinations can be found at www.collegeboard.com.

High School: Generalized Course Programming

As a guide to students and parents/guardians, generalized programs are offered (see charts). These are only suggested model programs, and both parents/guardians and students must realize that because the high school does not rigidly track students at any level, many programs are possible. There is no one way to obtain a high school education. It is each student's responsibility to use the high school curriculum to satisfy his or her own interests and needs as well as to meet the school's graduation requirements.

Competitive 4-Year Colleges: (Primarily Honors and Advanced Placement Courses)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English (AP Option)	English (AP Option)
Geometry	Algebra 2	Pre-Calculus	Calculus (AP Option)
Physical Science	Biology	Chemistry	Physics
World Languages	World Languages	World Languages	World Language (AP Option)
U.S. History I	U.S. History 2 (AP Option)	World History (AP Option)	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective

4-Year & 2-Year Colleges and Technical Schools: (Primarily College Preparatory Courses with Some Honors Courses)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Algebra 1	Geometry	Algebra 2	Pre-Calculus
Physical Science	Biology	Chemistry	Physics
World Languages	World Languages	World Languages	World Language
U.S. History I	U.S. History 2	World History	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective

Elective	Elective	Elective	Elective
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2-Year Colleges, Technical Schools, and World of Work: (Primarily College Preparatory and Some Essential College Preparatory Courses)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English (AP Option)	English (AP Option)
Algebra 1	Geometry	Algebra 2	Algebraic Applications
Physical Science	Biology	Science Elective	Elective
World Languages	World Languages	Elective	Elective
U.S. History I	U.S. History 2	World History	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective

Suggested guidelines that accompany some courses are intended to aid students in selecting courses that meet their ability and satisfy their goals. These guidelines serve to make students aware of the background that is usually needed to properly understand the concepts and their applications presented in the courses. Parents/guardians who have questions regarding these guidelines and/or wish to override the teacher recommendation should contact their child’s guidance counselor.

High School: Course Change Protocol

The course schedule distributed to each student expresses the results of a prior planning process shaped by the student’s educational needs, interests, and desires. During that process, school counselors and other personnel provided guidance to students and their parents/guardians so that individual choices were informed by an awareness of available options and the longer-range impact of course selections. The scheduling process is designed to achieve the following goals:

- Encourage students to enroll in a challenging and balanced program of study that widens their post-high school and/or career options.
- Help students make informed decisions that serve their educational interests.
- Enable the school to make full use of available human resources.

Students are expected to carefully consider the course of study they select and are discouraged from changing courses. Any decision about a course change should not be made until a thorough evaluation of the course has been completed.

Open Add/Drop Period: Students wishing to change a course may do so within the first two and one-half weeks (approximately) of school for a full-year course or the first two and one-half weeks of term 3 for a second semester course.

Students wishing to change a course after the open add/drop period should see their guidance counselor.

Students with extenuating circumstances who drop a course on or after October 1st will have a “W” (Withdrawn) designation on their permanent transcript.

Students will be responsible for **all work assigned** prior to the schedule change including summer assignments/reading.

High School: Class Override

Parents/guardians have the right to override a teacher’s recommendation for any course with a completed Override Form located in the Guidance Office. Entrance into a course through an override form should be done so only after serious consideration.

When deciding on appropriate high school courses, students and parents/guardians should consider the classroom teacher’s recommendation, student’s current level of achievement, levels of developed skills, future plans, and such intangible factors as the student’s motivation, work ethic, and maturity. Consultation with classroom teachers can provide helpful and relevant information about these skills and qualities.

Override forms are due on or before the last day of school for the following school year for planning and scheduling purposes.

Any student who needs academic support to be successful should see their guidance counselor for resources.

High School: On-Line Learning

To expand curricular offerings to our students, King Philip Regional High School has partnered with Virtual High School (VHS), a Massachusetts-based company that offers on-line courses. Established and well-represented in high schools across the state, Virtual High School adds a new dimension to what students can experience and learn about during their high school career. A limited number of seats will be available for juniors and seniors interested in pursuing an on-line course. Students interested in VHS should have a minimum 3.0 GPA and be able to work well independently.

Please note: Add/drop dates for VHS courses are earlier than KPRHS’ add/drop timeline. VHS courses successfully completed as a semester course will be awarded 2.50 credits and full-year courses will be awarded 5.0 credits.

Students enrolling in a VHS course must acknowledge the unique situation of online learning. A contract must be reviewed and signed by the student, a parent/guardian, and the VHS Coordinator outlining the level of independent work necessary.

For more information, including the full list of possible courses, contact Cheryl Rowe, King Philip Virtual High School Site Coordinator, at rowec@kingphilip.org or visit the VHS website at www.goVHS.org.

High School: Internships

Students may pursue Internships for the purpose of doing an in-depth study of a specific career or discipline. The student prepares an Internship Study Plan (ISP) which **MUST** be approved within two weeks of the beginning of a semester. The ISP is available in the guidance office and must be signed by the student, parent/guardian, and principal.

All Internships will be on a Pass/Fail basis and will receive an Honors designation. Internships will not be factored into GPA.

High School: Pass/Fail Course Option

Oftentimes students would like to take a course to learn more about the subject but are concerned about the possibility of receiving a low grade. For this reason, a limited pass/fail option has been instituted. This option is available to **seniors only** and must be approved by their academic teacher, counselor, and the principal prior to October 1st of the school year for semester one and full-year courses and by March 1st for semester two courses.

Only 1 credit may be earned in the senior year on a pass/fail basis. Any course required for graduation and all Advanced Placement courses may not be elected on a pass/fail basis.

To earn credit at the end of a Pass/Fail course a student must:

Full Year Course:

Pass 3 out of the 4 terms **and** either the mid-year or final exam

*Students are exempt from the final exam if they pass all 4 terms and the mid-year exam.

Semester Course:

Pass 1 out of 2 terms **and** the final exam

*Students are exempt from the final exam if they pass 2 terms.

High School: Dual Enrollment Program

The Massachusetts State Department of Education makes available to eligible juniors and seniors a program of enrollment in state colleges and universities that allows students to earn credits for both high school and college graduation. Students are eligible if they meet the following criteria:

- Are in the 11th or 12th grade
- Meet GPA and/or other requirements put forth by the state college and/or university

- Are recommended by their high school principal, teacher, or guidance counselor
- Have written approval from a parent/guardian

Courses are offered to qualified high school students at the reduced rate if college/university income-eligibility guidelines are met. The King Philip Regional School System does not fund college education costs. Students may need to pay the tuition to attend the courses. Students who meet eligibility guidelines are not guaranteed participation. A student may need to participate in a placement exam administered by the higher educational institution. College credits earned through the dual enrollment program may or may not be accepted by the college/university a student ultimately attends. Each college/university will make that decision.

Approved dual enrollment courses will receive the designation of Honors level on the King Philip Regional High School transcript. Prior approval by the guidance counselor, principal, and superintendent must be obtained to be eligible to participate in the dual enrollment program. ***Eligible students should meet with their counselors during the spring of the year prior to considering this option for the next academic year.***

To earn high school credit on the King Philip Regional High School transcript, students **must** present an official transcript from the state college or university to their guidance counselors or the main office at the close of their dual enrollment course.

High School: Promotion and Graduation Requirements

Credit requirements for grade promotion and graduation will be determined by the following schedule:

Freshmen: promotion from 8 th grade	Juniors: earn 11 credits
Sophomores: earn 5 credits	Seniors: earn 17 credits

GRADUATION REQUIREMENTS	
Subjects	Credits
English (Grade 9, Grade 10, Grade 11, Grade 12)	4
Math (not to include Computer Programming)	4
Science (Physical Science, Biology, 1 additional year)	3
Social Studies (World History, 2 years of U.S. History)	3
2 Years of World Language	2

Physical Education	1
Health	0.5
Additional Credits	6.5
Total Required for Graduation	24
Successful Completion of MCAS Requirements	--

Graduation Notes:

All graduation credits must be earned in grades 9-12 while in attendance at King Philip Regional High School.

Only courses that are completed will earn credit. Partial credit will not be given for courses that are not completed.

1. Determination and acceptance of transfer credits is at the sole discretion of the principal. Transfer credits must have been earned at accredited schools.
2. The principal or designee will determine if credit will be awarded to students who are tutored outside of the regular school day.
3. Each student must register for a minimum of 6 credits. A senior MUST earn at least 5 credits, including senior English, in his/her final year to earn his/her diploma from King Philip Regional High School. Special circumstances may be approved by the principal.
4. In addition to the requirements listed previously, all students will be required to earn an MCAS competency determination in English Language Arts, Mathematics, and Science in order to receive a high school diploma. Educational Proficiency Plans (EPP) will be created for all students who earn an MCAS scaled score of 220-238 in English Language Arts and Mathematics. The purpose of the EPP is to demonstrate movement toward proficiency in the subject areas of English Language Arts and Mathematics. Students earning an MCAS scaled score below a 220 must retake the MCAS exam until a score of 220 or higher is achieved.
5. EPPs do not apply to MCAS in science. Students must earn a 220 in science or retake that test until a score of 220 is achieved.
6. Eligibility for the John and Abigail Adams Scholarship now includes MCAS scores in science as well as English Language Arts and Mathematics.

Waivers to these graduation requirements, providing for individual student programs, may be secured by submitting a written request to the principal for disposition.

To participate in graduation all requirements must be met. Under exceptional circumstances or situations, requests for waivers for exceptions to these graduation requirements shall be addressed to the building principal. Determinations shall be made on a case-by case basis. The decision of the building principal shall be final.

High School: Graduation Ceremony

The graduation ceremony represents the culmination of years of dedicated and earnest efforts on the part of students, parents/guardians, and educational staff. As such, this is a time for both elation and solemnity. To ensure the proper decorum and smooth flow of the ceremony, appropriate measures and levels of preparedness are required.

Graduation practices are mandatory for all students intending to participate in the ceremony. During these practice sessions the mechanics regarding student involvement within the ceremony will be reviewed, practiced, and refined. Seniors will receive their caps and gowns once all school obligations are met. Tickets for reserved seating and school and immunization records will be distributed following one of the graduation rehearsals.

On graduation day students will meet one hour prior to graduation for final preparations. It is not considered in good taste to wear any decorations on the gown, including flowers, except for awards presented by the school.

Graduation speakers must provide the principal with a copy of their speech one week prior to graduation.

High School: Marking System - Letter Grades

Letter grades are used to signify the following:

A	Excellent (Outstanding accomplishment, showing mastery of content, creativity, and the ability to apply principles.)
B	Very Good (Accomplishment above the average, and showing a significant degree of mastery, creativity, and ability to apply principles.)
C	Satisfactory (Demonstrates a working knowledge of content and ability to apply the material learned.)
D	Poor (A low passing mark, showing minimal accomplishment which should be considered unsatisfactory, especially for continuation in sequential courses.)
F	Failure (Does not meet minimum requirements, a very poor level of accomplishment or failure to do required work; poor attendance may be a contributing factor along with attitude and effort.)
I	Incomplete (A temporary grade given for incomplete work due to illness or excused absence; must be made up before the end of the following marking period.)
P/F	Pass/Fail (Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.)
M	Medically Excused
W	Withdrawn

EX	Excused - A senior <u>may be</u> excused by her/his teacher from a final examination in a semester course or a full-year course by achieving an 85 average or better. Students may be excused from a final examination, at the discretion of the teacher, if they took the AP Exam for that subject. Students on an Educational Proficiency Plan (EPP) must take final examinations.
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High School: Marking System - Grade Equivalents

<i>A+</i>	97-100	<i>B+</i>	87-89	<i>C+</i>	77-79	<i>D+</i>	67-69	<i>F</i>	0-59
<i>A</i>	94-96	<i>B</i>	84-86	<i>C</i>	74-76	<i>D</i>	64-66		
<i>A-</i>	90-93	<i>B-</i>	80-83	<i>C-</i>	70-73	<i>D-</i>	60-63		

WEIGHTED GRADES

Grades in courses are weighted according to the degree of difficulty of the courses and preparation requirements (levels) as noted in the chart on the next page.

<i>Advanced Placement</i>	High academic goals with extensive home study/research
<i>Honors</i>	High academic goals with considerable home study/research
<i>College Preparatory</i>	Above average academic goals with home study/research
<i>Essential College Preparatory</i>	Average academic goals with home study/and some research

“Weighting” refers to a difference in quality points assigned to grades earned in the courses. For college admission purposes, the weighted grades are used to determine grade point averages (GPA’s) and class rank. Grades in College Preparatory courses, the standard college prep/post- secondary education and training courses that comprise the bulk of our curriculum, are used as the basis for the quality point scale:

<i>A = 4.00</i>	<i>B = 3.00</i>	<i>C = 2.00</i>	<i>D = 1.00</i>
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Other scales vary by 0.33. For example:

A “**B**” grade earned in an **Advanced Placement** course equals **3.66 quality points**

A “**B**” grade earned in an **Honors** course equals **3.33 quality points**

A “**B**” grade earned in a **College Preparatory** course equals **3.00 quality points**

A “**B**” grade earned in an **Essential College Preparatory** course equals **2.66 quality point**

GRADE QUALITY POINT SCALE

	<i>AP</i>	<i>Honors</i>	<i>College Preparatory</i>	<i>Essential College Prep.</i>
<i>A+</i>	5.00	4.66	4.33	4.00
<i>A</i>	4.66	4.33	4.00	3.66
<i>A-</i>	4.33	4.00	3.66	3.33

B+	4.00	3.66	3.33	3.00
B	3.66	3.33	3.00	2.66
B-	3.33	3.00	2.66	2.33
C+	3.00	2.66	2.33	2.00
C	2.66	2.33	2.00	1.66
C-	2.33	2.00	1.66	1.33
D+	2.00	1.66	1.33	1.00
D	1.66	1.33	1.00	0.66
D-	1.33	1.00	0.66	0.33
F	0.00	0.00	0.00	0.00

All courses will be weighted by degree of difficulty, except courses graded on a pass/fail basis.

Note: Most colleges and universities will re-calculate GPA based upon their admission criteria which often leads to the removal of elective and academically supported courses. (*i.e.*, Resource Support, Academic Support)

High School: Marking System - Grade Point Average (GPA)/Class Rank

1. All courses shall count in computing the grade point average except courses graded on a pass/fail basis and learning support courses.
2. All curriculum courses are designated by a level and weighted appropriately.
3. All students shall be included except:
 - A. Students participating in special program offerings
 - B. Foreign exchange students
 - C. Post-graduate students
4. In computing grade point average, any failing as well as passing marks will be included.
5. There shall be only one weighted level assigned to a given course/class section.
6. GPA and Determination of Class Rank
 - A. Class rank is determined at the end of each academic year starting in the sophomore year.
 - B. GPA is calculated at the close of Terms 2 and 4 for all grade levels.
 - C. GPA calculated during junior year is used for college applications.
 - D. GPA for senior awards of academic distinction such as top ten, valedictorian, and salutatorian will be calculated at the end of Term 4 senior year.

High School: Marking System - Policy on Transfer Students

1. Only courses designated as honors or the equivalent thereof at the student's former school will be classified as honors courses for GPA and class rank at King Philip Regional High School. The high school administration will interpret the appropriateness of a course based on the course description provided by the sending school.
2. If numerical grades are not available, guidance will transfer the alpha grade provided to a numerical grade by utilizing the middle numerical grade in our grading system.
3. Students with a combined PE/Health or a Wellness course must choose to take King Philip credit in either PE or Health, unless the course was a yearlong course.
4. Students must complete two full years at King Philip Regional High School prior to class rank

being calculated for seniors in order to be considered in the class rank.

Example of GPA calculation:

Each course is assigned a level, credit, letter grade, and a grade quality point scale (GQPS) using the table shown in the previous section titled *High School: Marking System – Grade Equivalents*. Each course taken is assigned a sub-value = credits times GQPS. To calculate GPA, take the total of all the sub-values assigned and divide by the number of credits attempted. See example below:

<i>COURSE</i>	<i>LEVEL</i>	<i>CREDIT</i>	<i>LETTER GRADE</i>	<i>GRADE QUALITY POINT SCALE</i>	<i>SUB-TOTAL CREDIT TIMES GQPS</i>
<i>English 9</i>	<i>Honors</i>	<i>5</i>	<i>A-</i>	<i>4.00</i>	<i>20.00</i>
<i>U.S. History I</i>	<i>Col. Prep.</i>	<i>5</i>	<i>B+</i>	<i>3.33</i>	<i>16.65</i>
<i>French I</i>	<i>Honors</i>	<i>5</i>	<i>B-</i>	<i>3.00</i>	<i>15.00</i>
<i>Algebra I</i>	<i>Col. Prep.</i>	<i>5</i>	<i>B</i>	<i>3.00</i>	<i>15.00</i>
<i>Physical Science</i>	<i>Col. Prep.</i>	<i>5</i>	<i>C+</i>	<i>2.33</i>	<i>11.65</i>
<i>Foundations of Art</i>	<i>Col. Prep.</i>	<i>2.5</i>	<i>A+</i>	<i>4.33</i>	<i>10.83</i>
<i>Intro to TV Production</i>	<i>Col. Prep.</i>	<i>2.5</i>	<i>C</i>	<i>2.00</i>	<i>5.00</i>
<i>Phys. Ed. & Wellness</i>	<i>E</i> <i>Col. Prep.</i>	<i>5</i>	<i>A</i>	<i>3.66</i>	<i>18.30</i>
<i>TOTALS</i>		<i>35</i>			<i>112.43</i>

GPA= Total (Credit times GQPS)/Total Credits
 GPA = 112.43/35

NOTE:

If this student failed 3251 U.S. History I, he/she would receive a GQPS of 0. His/her credits would remain at 35, and his/her total sub-value would be 95.78. Thus his/her GPA would be 95.78/35 or 2.735.

High School: Homework Request

In the event of a student’s absence of 2 or more days due to illness, parents/guardians may request homework assignments directly through the classroom teachers via email or through the guidance office. Teachers will submit assignment information within forty-eight (48) hours of the request.

High School: Make-Up Work

1. Students absent from school are expected to make up all work assigned or completed in their absence within a reasonable time. It is the students’ responsibility to ask their teachers

- about work that needs to be made up. Work that was due on the day of the absence is not make-up work and is due on the day the student returns.
2. For an absence of one or two days, a teacher may allow up to five school days to make up missed work, except as noted in #4 below.
 3. If a student will miss school due to a field trip, it is the student's responsibility to obtain work to be missed in advance of the trip and to be prepared with the completed assignment on the day of return to class.
 4. When a class is missed for absence, field trip, or dismissal on the day of or the day before an announced test/quiz is given, the student will be expected to take the test/quiz on the day of his/her return. In cases when the absence is due to documented illness, the student will take the test/quiz by arrangement with the teacher.
 5. In extenuating circumstances, teachers may grant additional time for making up work.
 6. Failure to make up required work within the allotted time will result in a zero.

Absences due to personal or family vacations are not covered by the make-up allowance policy. The make-up allowance will be determined by the teacher.

High School: Procedures for Midyear and Final Examinations

1. Mid-year and final examinations shall be given in all courses at the high school except by administrative waiver due to the uniqueness of content.
2. Students on an Education Proficiency Plan (EPP) due to MCAS scores are required to participate in a final exam in their English and/or Math course as outlined in their EPP and therefore are NOT eligible to be excused from the final exam by achieving an 85 average or better.
3. A senior may be excused by his/her teacher from a final examination in a semester course or a full-year course by achieving an 85 average or better.
4. Students may be excused from a final examination, at the discretion of the teacher, if they took the AP Exam for that subject.
5. Examinations will be given over a four-day period; two on each of three days and one on the fourth. Examinations will be a full two hours in duration.
6. Regular bus routes and schedules will be maintained on examination day. Buses will depart as indicated on the schedule. THERE ARE NO LATE BUSES.
7. Students reporting to school during a period when they do not have an exam scheduled must report to a study hall. Students will not be allowed to wander corridors or congregate in outside areas. Check with the main office for locations of study halls.
8. On the first day of exams a dismissal note is required in order to leave after the first exam if a student does not have a second exam on that day. On subsequent examination days, students report to school only if they have an examination. Dismissal notes are not required if students do not have a second examination on a particular day.
9. Students may not report to an exam late. If the student arrives late, he/she will be sent to a study hall and will have to make up the exam within the designated make-up time during exam week.

10. Examinations will be a full two hours in duration. Students finishing early for whatever reason must remain quietly in the examination room. No one will be permitted to go to lockers except prior to the morning examination and during the break between the examination periods.
11. All students must take examinations when scheduled. An examination cannot be taken prior to the scheduled exam period. Make-up examinations, by nature are difficult to cope with and if delayed, may cause the student to receive an “incomplete” at the end of the term. “Illness” or “serious family emergencies” will be the only valid excuses for make-ups. Parents/guardians must call the school and speak to an administrator to explain any student absence before the student will be allowed to take the examination missed.
12. A student who misses an examination must make arrangements with his/her teacher to make-up the examination immediately. If students fail to make up exams immediately, they will lose the right of make-up.
13. If there is a school cancellation the day before or during scheduled examination days, upon the students’ return to school, the schedule that will be followed will be the day that was skipped.

High School: Progress Reports

During the first quarter of the year, all students will receive a progress report by the mid-point of the term. During subsequent quarters, usually mid-point, an academic progress report will be either sent home with the student or published through the student information system indicating the student's academic progress is borderline (C- or less) or in danger of failing. A parent/guardian-teacher conference is recommended if the progress report indicates danger of failing the course. Parents/guardians may call 508-384-1000 or e-mail their student’s teacher(s) to make appointments to discuss their progress or concerns.

If a student does not receive an academic progress report indicating a deficiency and begins to fail during the last half of the quarter, the teacher should contact the parents/guardians by telephone or email to advise them of the situation. An academic progress report indicating a deficiency should also be issued for the record.

In addition to the regular academic progress reports issued, more frequent progress reports can be obtained by contacting the student's guidance counselor.

High School: Summer Reading Program

The summer reading program seeks to foster love of reading, encourage both creative and critical thinking, develop students’ skills in the areas of inference and analysis, and support year-round learning. All students will be held accountable, either during the summer or within the first weeks of school in September, through various means of assessment. These assessments will constitute a percentage of first quarter grades in those courses.

The summer reading requirements for all departments are currently being reviewed. Specific titles and instructions will be distributed in June to students enrolled in designated courses for the next school year and will be posted on the King Philip website at www.kingphilip.org.

High School: Summer School Policy

To receive credit from King Philip Regional High School for courses taken in summer school in which a passing grade has been earned, the following conditions apply:

1. The course must have been originally taken and completed with at least 50% of the marking quarters passed (two marking quarters for a full-year course, one marking quarter for a semester course).
2. Credit will not be given without prior approval from the principal.
3. A maximum of two courses may be taken in summer school for credit.
4. All courses will be assigned an Essential College Preparatory weight.

High School: Summer School Credits

1. High School Summer School Courses:
Successful completion of a high school summer school course taken to make up a course failed during the regular school year will be awarded one (1) credit.
2. College Courses:
The usual number of credits awarded by colleges is three (3) credits per course. However, successful completion of a college course taken to make up a course failed during the school year will be awarded one (1) high school credit.

Courses taken at a college for make-up must have the approval of the principal prior to signing up for the course.

Library Media/Student Support Center

The library media/student support centers at the middle and high schools provide quiet, comfortable setting rich in resources where students can find relaxation in a book, answers to academic questions, and the tools for lifelong learning. Students have access to educational databases through an on-line computer network. In addition, computers are available for students' educational use which includes research, browsing the on-line card catalog, document preparation, and general use. Students may use the library's/student support center's printers. A copier is also available, if needed. Students are responsible for returning materials borrowed in good condition and in a timely manner. Students must pay for lost, damaged, or non-returned books/materials.

Middle School Library Media Center Hours: 7:50 A.M. to 2:50 P.M. (Monday-Friday)

High School Library Media Center Hours: 7:30 A.M. – 4:00 P.M. (Monday-Friday)

Device Policy (Electronics Policy)

Middle School: Electronics Policy

Students must secure all personal electronic devices including, but not limited to, cellular phones, smartphones, personal/portable electronic devices, tablets, and laptops and/or headphones in their lockers. To enhance and support learning, the district will provide requisite technology to students during the school day as needed.

High School: Electronics Policy

King Philip Regional High School students who bring with them cellular phones, personal/portable electronic devices, tablets, and laptops will be permitted to use them for an academic purpose in classrooms under the guidelines and discretion established by the teacher. It is understood that some teachers will regularly use these devices as learning tools while others may not permit their appearance in class. Students are expected to respect the guidelines set forth in individual classrooms. The use of headphones and earbuds in class is at the discretion of the classroom teacher and shall be treated with the same scrutiny as other electronic devices. Students are expected to adhere to all guidelines of the technology use policy if they use portable devices to connect to wireless networks. Should a student require cell phone use for a reason other than academic, it is expected that the student will act with INTEGRITY, RESPECT, and RESPONSIBILITY and solicit teacher permission before potentially disrupting the class by misusing the device without authorization. Misuse of electronic devices will result in disciplinary action which can be found in the discipline section of the handbook.

When any electronic device is used for taking pictures or filming at school for school related purposes students must follow the following guidelines:

- While filming at school, you must ask everyone's permission to be in your video - students, adults, EVERYONE.
- You may not post your video on-line without written permission from all who appear in your video.
- KPRHS is not responsible for lost or stolen devices.
- Under no circumstances are such devices allowed during standardized testing situations.
- Please note that surreptitious audio recording of another individual without their consent may constitute a criminal felony offense in Massachusetts. M.G.L. c. 272, Section 99.

Recreational Device Policy

Recreational devices including but not limited to frisbees, hacky-sacks, skateboards, playing cards, or other items/activities of this nature are not to be used in the school building. All items and activities stated above are also not to be used or performed in parking lots or driveways of the school. If used within the school, all such items will be confiscated and sent to the office where they will be held for a period of one school day. Offenders will be subject to the discipline code with detention and/or suspension assessed. The exception to this would be official, school-sanctioned clubs or groups.

Guidance

Mission Statement for the KPRSD Guidance Department

The Guidance Department of the King Philip Regional School District believes that guidance is an essential part of the total school program. The department maintains that an effective program of guidance promotes individual student growth and utilizes developmental activities organized and implemented by certified school counselors with the support of teachers, students, and parents/guardians. We believe that the following services are an integral part of an effective guidance program.

- Counseling, Consultation, and Referral Services
- Group Informational Services and Individual Planning Services
- System Support and Program Development Services

School Support Services in the KPRSD Guidance Department

The King Philip Regional School District guidance department is designed to help students develop academically, emotionally and socially to their capabilities. Every effort is made for counseling and support services to be readily available to all students. Under routine circumstances all counseling contacts are scheduled on an appointment basis. Appointment request slips are available at the guidance office. Students may stop by and fill out a request slip before school or during the day with teacher permission. Students should request an appointment for those periods in their daily class schedules which will be least disruptive to their learning (study hall, etc.). Counselors will send out passes to students for appointments requested. Counselors will also schedule appointments with students when they feel there is a need to see a student. Counselors are also available for emergency situations. Parents/guardians are also welcomed to make appointments with their daughter's/son's counselor to discuss concerns. It is through a collaborative effort from parents/guardians, teachers, counselors, administrators, psychologists, adjustment counselors, and other support staff that King Philip Regional School District can take a proactive role in ensuring each student learns in a safe, healthy and supportive environment.

Sex Education

In accordance with General Laws Chapter 71, Section 32A, the King Philip Regional School District has adopted this policy on the rights of parents/guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

All parents/guardians of students in our school are notified by means of this handbook of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. Parents/guardians of students who enroll in school after the start of the school year will be provided with a handbook at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Under Massachusetts Law and School Committee policy, you may:

1. Exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the

- principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the principal.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for a student under this policy may send a written request to the superintendent for review of the issue. The superintendent will review the issue and give the parent/guardian a timely written decision.

Within the scope of the existing curriculum, the following courses have components that include issues of human sexual education or human sexuality issues:

Middle School Courses: Science, Health

High School Courses: Anatomy & Physiology, Biology, Environmental Science, Health, Psychology, Sociology

Testing

College Entrance Examination Board Code

King Philip Regional High School Code (CEEB CODE) 222-562

MCAS

The Massachusetts Education Reform Law of 1993, state law, [G.L. c. 69, § 1D](#), requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the [Competency Determination \(CD\) standard](#), in addition to meeting all local graduation requirements.

Students must earn a passing score, as set forth by the Massachusetts Department of Elementary and Secondary Education, on the MCAS tests in English Language Arts (ELA) and Mathematics, and one of the Science and Technology/Engineering (STE) tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering) to meet their CD requirement.

Students may fulfill the CD requirements through the standard MCAS tests or the MCAS Alternate Assessment. Students who do not pass the MCAS tests in grade 10 may take retests in grades 11 and 12 and beyond according to the participation guidelines set forth by the Massachusetts Department of Elementary and Secondary Education.

An [EPP](#) must be developed for any student who does not meet or exceed the Proficient level (a minimum scaled score of 240) or next-generation equivalent on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

Advanced Placement (AP) Examinations

AP Students currently enrolled in AP courses are expected to participate in the AP exams in May. Please refer to the College Board website for a list of exact dates and times of the AP exams. Parents/guardians should be aware that there is a fee for students taking the Advanced Placement exams. Fees are collected in February/March to ensure the correct number of exams are ordered. AP exam fees include a small surcharge to assist with payment of the testing proctors. Students/families that are experiencing a financial hardship should see the AP Coordinator to discuss a payment plan and/or fee reduction for the AP exams.

Students participating in the AP exams **MUST** attend a pre-administration session to complete demographic information prior to the exam dates. Students only need to attend one pre-administration session and can typically choose between two pre-administration dates. In keeping with the policies at the College Board, no refunds for missed AP exams will be issued.

KPRHS will only provide AP exams for the AP courses taught/offered at KPRHS. This includes all AP courses taken face to face or through VHS.

Advanced Placement courses are college-level courses. Teachers follow a curriculum prescribed by the College Board. Advanced Placement Exams are reported on a 5-point scale.

5	=	Extremely qualified
4	=	Well qualified
3	=	Qualified
2	=	Possibly qualified
1	=	No recommendation

Additional information on the Advanced Placement Examinations can be found at www.collegeboard.com.

PSAT/NMSQT

King Philip Regional High School strongly encourages all sophomores and juniors to take the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test). It is a standardized test that provides firsthand practice for the SAT Reasoning Test. It also gives juniors a chance to enter the National Merit Scholarship Corporation Scholarship programs.

The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Students have developed these skills over many years, both in and out of school. The test does not require the recall of specific facts from high school classes.

Sophomores do not receive scholarship consideration from the PSAT. In the past, some sophomores, those taking honors level English and honors level math (who have also completed both Algebra I and Geometry), have taken this test for practice.

SAT Reasoning Tests

The SAT Reasoning Test is a measure of the critical thinking skills a student will need for academic success in college. The SAT assesses how well a student analyzes and solves problems—skills learned in school that will be needed in college. Each section of the SAT (critical reading, mathematics, and writing) is scored on a scale of 200-800, and the writing section will contain two sub scores. The SAT is typically taken by high school juniors and seniors.

SAT Subject Tests

SAT Subject Tests are one-hour, primarily multiple-choice tests. SAT Subject Tests are designed to show a student's knowledge, and ability to apply that knowledge, in specific subject areas.

Testing dates/sites and fees for PSAT, SAT Reasoning, and Subject Tests are available online at www.collegeboard.com.

Parent/Guardian Groups

Booster Sports Club

The King Philip Booster Sports Club is committed to supporting all student athletic endeavors. It is a non-commercial, non-partisan, non-sectarian charitable organization that exists to foster, encourage, promote, and maintain interest in maintaining high standards in the King Philip Regional High School athletic program. It is suggested that each King Philip athlete's family become a member for a \$35.00 yearly fee. In return it allows parents/guardians to be on the Booster Sports Club mailing list and to vote at the meetings which are held the second Wednesday of every month. Parents/guardians will also receive an automobile decal to express our thanks for their support. Without parents/guardians there is no us.

Each year the King Philip Booster Sports Club sponsors events to build spirit and pride and to increase community awareness of the potential of our aspiring athletes. The Booster Club is all about building community by involving all students in organized events to join Norfolk, Plainville, and Wrentham as one strong regional high school.

The Booster Sports Club is gaining an identity within the school through the following activities:

- Increased scholarships for graduating seniors
- Provision of weight room equipment
- All seasons sports calendars sponsored by community businesses from which any sports schedule can be read at a glance
- A road race for all ages
- The sale of King Philip engraved umbrellas

Please contact us with questions, concerns, or ideas for our future endeavors at kpboosters@yahoo.com.

King Philip Music Association

The King Philip Music Association, also known as the King Philip Band Boosters, was established in 1984. The KPMA actively promotes music education in the regional school district that includes the elementary schools as well as the middle and high schools. The KPMA also provides support for the music programs which includes concert band, marching band, jazz band, color guard, and winter activities (winter guard and winter percussion). Support may include publicity, personal and/or group involvement in fundraising for the programs, and direct financial support by the KPMA to the programs.

Membership in the KPMA is open to anyone interested in the progress and development of music education in the King Philip District Schools. Anyone interested in membership or further information should contact the music director.

King Philip Parents' Network

The King Philip Parents' Network was established in 1990 to provide an active and involved link between concerned parents/guardians and the school community. Several of the specific goals of the organization are to:

- Support the diverse educational goals of each student within the regional district
- Provide the means to make physical improvements to school facilities
- Work with students, faculty, and club and activity advisors to aid them in meeting their group goals
- Sponsor such "spirit" events as the annual Senior All-Night Party, Father-Daughter/Special Person Dinner Dance, and Staff Appreciation Luncheon

Monthly meetings conducted at the high school allow all parents/guardians to become involved during the course of their child's school years. Concerns, project ideas, and related issues are discussed during these monthly open meetings.

Student Recognition

Academic Awards

Quarterly, each department at King Philip Regional High School selects a student-of-the-term. Annually, during the fourth marking quarter, King Philip Regional High School hosts an awards program for students and family members. Students are identified and recognized for excellence in achievement in the various academic, technological, and performing arts disciplines.

Prior to graduation, seniors receiving community-based scholarships are recognized during the Senior Awards Night. Representatives from the community as well as administration and staff members take part in this ceremony.

Key Club

Students who achieve High Honor Roll (all A's) status for six (6) terms will be recognized with the Key Club Award. The Key Club Award could be presented as early as the end of a student's sophomore year.

Students who achieve Honor Roll (A's and B's) and/or Commended Student Honor Roll (A's, B's, and one (1) C) are not eligible for Key Club.

Daughters of the American Revolution Good Citizen Award (D.A.R.)

The Massachusetts Daughters of the American Revolution sponsor the Good Citizen Award program and annually request King Philip Regional High School to participate. It is open to senior boys and girls from an accredited high school. The faculty will nominate **three** students who best exemplify outstanding qualities of: dependability, leadership, patriotism, and service. From these three students selected by the faculty, the seniors will choose **one** to represent our school.

Honor Roll Criteria

To be considered for honor roll, students must be taking a full schedule. Students who are taking a reduced course load pursuant to an agreed upon Section 504 plan or Individualized Education Plan (IEP) are eligible for honor roll. Students must also meet the criteria listed below. Determination of honor roll is based upon "term" (marking period) grades. For seniors, one course may be graded "P". Students with "Incomplete" grades are ineligible for honor roll.

1. High Honors - All A's or Pass in courses.

2. Honors - All A's and/or B's or Pass in courses.
3. Commended Students - All A's and/or B's or Pass and one C in courses.

Honor Society

King Philip Regional High School hosts chapters of the National Honor Society, Art National Honor Society, Business National Honor Society, English National Honor Society, French National Honor Society, Spanish National Honor Society, History National Honor Society, and Science National Honor Society. Criteria that must be met for acceptance into each society along with membership requirements for each honor society are listed on the high school web page on each society's specific link or school fusion page that will be maintained by each advisor.

King Philip Cup

Each year at graduation a senior is awarded the King Philip Cup in recognition of scholarship, leadership, and school spirit.

Sports Awards Program

Periodically, athletes will be recognized for their accomplishments. Following each season, awards are presented to student athletes in recognition of their athletic achievements. School letters, pins, and certificates are presented as well as awards to participants, Unsung Heroes, and Most Valuable Players in each sport. An outstanding athlete may be recognized as a selection to the All-Star Team of the Hockomock League and/or The Sun Chronicle at the conclusion of his/her respective season.

MIDDLE SCHOOL: STUDENT ACTIVITIES

There are many activities available to students if they decide to participate. Band and Chorus is offered during the school day to any students who want to participate.

King Philip Regional Middle School Activities do not and shall not **discriminate** on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

All King Philip Regional Middle School students have the ability to participate on the sports team consistent with their gender identity.

Middle School: Intramural Programs

By providing individual and team sports of a competitive nature for boys and girls, the intramural program is designed to stimulate and encourage sportsmanship and physical and educational development. Transportation must be provided by the students. Students must remember that schoolwork comes first; therefore, it is expected that all students who wish to participate in intramurals will maintain satisfactory academic achievement in all subjects. **Detention and extra-help take precedence over intramurals.**

Please note that students must be in school the day of the activity or club meeting to participate. Additionally, any breach of policies and procedures during the school day or during the activity or club meeting set in this handbook or by the advisor(s) may result in removal from the club or activity for the school year. All students participating in student activities are expected to follow the behavioral expectations of the school as described in this handbook.

It is recommended that participants in intramural activities be covered by some type of health or accident insurance.

Students must have an intramural parent/guardian permission form signed by a parent/guardian in order to participate in intramural sports. A fee is also charged for each program.

The following student activities *may* be offered:

Art Club	Tumbling
Basketball	Chess Club
Robotics	Spanish Club
Cross Country	Student Council
Drama	Track
Field Hockey	Volleyball
Floor Hockey	Open Gym
Homework Center	Yearbook
Math League	

Additional activities will be considered based on requests from students, parents/guardians, or staff members. Requests will be made directly to the Assistant Principal. Once a decision about offering the activity is reached, a search will be conducted for a faculty advisor. When a faculty advisor is assigned, notice about the activity will be advertised to our students.

Middle School: Loss of Eligibility to Participate

All King Philip students have a responsibility to their school community. All students must adhere to the regulations regarding drugs and alcohol. Any alleged violation of this rule shall be supported by reliable, independent observation as may be determined at the principal's discretion. In the event the allegation is reported by a federal, state, or local agency/department (including but not limited to the local police), then a written report shall be required which at the principal's discretion provides sufficient detail to substantiate a violation. If a student who is involved in either activities or athletics violates the chemical health policies, the following penalties will be observed:

1st Offense:

When the Principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student will lose eligibility to participate in any school function, game, or event for a period of six consecutive weeks, although he/she may attend such functions as a spectator during the period of ineligibility. If that student participates in an alcohol/drug education program (at the student's

expense) approved by the Principal and submits proof of completion, that student may be allowed to attend after four consecutive weeks.

2nd Offense:

When the Principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student will lose eligibility to participate for a period of twelve consecutive weeks, although he/she may attend such functions as a spectator during the period of ineligibility. If after the second or subsequent violations, the student of his/her own volition becomes a participant in a chemical dependency program or treatment program (at the student's expense) approved by the Principal, the student may be allowed to attend or participate in activities after eight consecutive weeks. The director or a counselor of a chemical dependency treatment center must issue such certification.

HIGH SCHOOL: ATHLETICS & STUDENT ACTIVITIES

Student life at King Philip Regional High School should include more than academics. We encourage you to join clubs and to participate in student activities. Times and dates of meetings will be listed on the club/activity web page.

King Philip Regional High School Athletics and Clubs do not and shall not **discriminate** on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

All King Philip Regional High School students have the ability to participate on the sports team consistent with their gender identity.

All events must be approved at least two weeks prior to the date of the activity. The principal must approve all events exclusive of interscholastic competition before being placed on the school calendar.

Students must be enrolled in the King Philip Regional School District in order to participate in student activities. Each student will be responsible for the payment of any fee established by the school committee for participation in any activity in order to take part in meetings or events.

1. To be eligible to participate in student activities, athletics, student government, and clubs, students must have earned:

Passing grades in at least five (5) courses (potential 5 credits of work) or the equivalent in the term immediately preceding participation in the activity.

Eligibility for a succeeding quarter is determined on the day report cards for the previous term are issued. Report cards are generally issued within two weeks of the end of the term.

2. In order to take part in any extracurricular activities, a student must be present for at least four (4) periods of a regular day or 67% of an abbreviated school day. Anything less will exclude a student from taking part in any after school or evening activity. Any exception to this rule can be made only by the administration or based on an individualized determination by the student's special education team or 504 team.

3. All students shall abide by the rules and regulations set forth by their advisors.
4. Students absent from school on the day of a meeting or event, or on the Friday preceding a Saturday meeting or event, will not be permitted to participate in the activity. Only the administration can excuse an absence.
5. When traveling to an activity or event, with members of the group, these guidelines must be followed:
 - A. Behavior should be professional
 - B. Dress should be neat
 - C. Participants must ride to and from the activity in the bus with the advisor or chaperone; no exception can be made without a written request and prior approval of the advisor or administrator except in case of injury or medical emergency

According to the Constitution of Student Government, the following also applies:

A class officer or student council member who shall be suspended from school for misconduct shall be dismissed from office automatically.

High School: Fees, Fines, and Charges

The King Philip Regional School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. As stated in the KPRSD Policy Manual, “No student will be denied access into any program because of inability to pay.” Parents/guardians may request a waiver of a fee/supplementary charge by contacting the high school principal in the case of field trips and co-curricular activities and, in the cases of extracurricular activities, the athletic director, music director, or drama director. His/her decision in this regard shall be final.

A school may exact a fee or charge only upon School Committee approval. The schools, however, may:

1. Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
2. Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Eligibility for a succeeding quarter is determined on the day report cards for the previous term are issued. Report cards are generally issued within two weeks of the end of the term.

1. If you become nineteen (19) years old before September 1st, you are no longer eligible.

2. All students shall abide by the rules and regulations set forth by their coaches and athletic department.
3. All students shall refrain from the use of alcohol, tobacco products, and drugs. If you participate during any sport season throughout the academic year, you are considered to be a student athlete.
4. All students shall be responsible for all equipment issued regardless of the circumstance of its loss or theft.
5. Students absent from school on the day of a game, scrimmage, or practice; or on the Friday preceding a Saturday game, will not be permitted to participate in the activity. Only the administration can excuse an absence. Students participating in the athletic program are covered by school liability insurance.
6. When traveling to a game or scrimmage with members of the team, these guidelines must be followed:
 1. Behavior should be professional
 2. Dress should be neat
 3. Players must ride to and from the game or scrimmage in the bus with the coach; no exception can be made without a written request and the prior approval of the athletic director, or an administrator except in the case of injury or medical emergency.

High School: Registration for Athletics

Prior to each season, on-line registration will occur to facilitate the process of registering for athletics.

At the beginning of each sports season, the athletic director will schedule a mandatory meeting with the coaches and members of each team to review the behavioral expectations.

High School: Athletic Fees

All athletic fees, as established by the school committee, will be as follows:

<i>TIER 1</i> <i>\$200</i>	<i>TIER 2</i> <i>\$300</i>	<i>TIER 3</i> <i>\$400</i>	<i>TIER 4</i> <i>\$500</i>
<i>Cheerleading Cross Country Field Hockey Indoor Track Lacrosse Soccer Spring Track Girls Volleyball</i>	<i>Baseball Football Golf Softball Swimming Tennis Wrestling</i>	<i>Basketball Gymnastics Alpine Skiing (TBD)</i>	<i>Hockey</i>

1. Each student will be required to pay the fee for each season.
2. In the event there is more than one student from a family participating in the *same season*,

the following shall apply:

- A. First student - *full fee of most expensive sport*
- B. Second student - *half fee of next most expensive sport*
- C. Third student - *one quarter fee of the least expensive sport*

<i>FALL</i>	<i>WINTER</i>	<i>SPRING</i>
Cheerleading Cross Country Field Hockey Football Golf Soccer Girls' Volleyball Unified Basketball	Basketball Cheerleading Gymnastics Ice Hockey Indoor Track Swimming Wrestling Alpine Skiing	Baseball Softball Lacrosse Tennis Spring Track Boys' Volleyball Unified Track and Field

High School: Collection of Fees

The athletic fee will be collected during the sports registration session. These fees will not be deposited until the final rosters are determined. If an athlete does not make a team, the original check will be returned, or a refund will be made in the manner it was paid. Athletes will not be allowed to practice or tryout if they have not completed all paperwork.

Payment must be made on-line using Familyid.com or by check or money order made out to King Philip Regional High School Athletic Department. CASH WILL NOT BE ACCEPTED. All checks must include the name, address, and telephone number of parents/guardians; name(s) of the student(s); and the name(s) of the sport(s) in which the student(s) is paying to participate.

A fee of \$25.00 will be imposed for late sports registrations.

A PENALTY FEE OF \$20.00 SHALL BE LEVIED IF A PERSONAL CHECK FAILS TO CLEAR THE BANK.

High School: Refund Procedure

Students who leave a team as a result of disciplinary action or academic ineligibility are **NOT** eligible for a refund. If notification of a student leaving a team (injury, lack of interest) is received ten (10) days or more after the start of the season, no refund will be given.

High School: Concussion Protocols and Policies

All information regarding King Philip Regional School District's concussion policies and procedures can be found on the athletics website.

High School: Captains' Code of Conduct

Any captain who violates the chemical health policy will automatically lose their captaincy and will not be eligible to be a captain in any other sport during that academic school year. The student may petition the athletic director and the principal in order to be eligible for a captaincy the following year.

Removal of a captaincy: Before a captaincy is taken away from a player, the head coach must meet with the athletic director to review the situation.

High School: Fan Code of Conduct (Hockomock League)

DO'S	DON'TS
<ol style="list-style-type: none"> 1. Remain silent during the Anthem 2. Applaud during introductions 3. Cheer, chant, clap, etc., for your team 4. Appreciate hustle and determination 5. Show concern for all injured players 6. Be respectful of all participants' efforts 7. SUPPORT YOUR TEAM!! 	<ol style="list-style-type: none"> 1. Single out opposing players for derogatory remarks 2. "Boo" players, coaches, or officials 3. Use profanity, vulgarities, innuendoes, etc. 4. Ruin the game for those around you 5. Use noise makers
CONSEQUENCES	
<p><i>In addition to all local ordinances and policies, school officials may enforce upon unruly fans the following:</i></p> <ol style="list-style-type: none"> 1. Warning for the behavior that is considered unsportsmanlike 2. Ejection from the contest 3. Suspension from more than one school contest 4. Report made to the MIAA and/or local police 	

High School: Student Activities & Athletics Code of Behavior

Prohibited Activities and Penalties:

King Philip subscribes to a zero-tolerance policy regarding the use of alcohol, drugs, or any controlled substances by its students. If a student participates during any sport season throughout the academic year, that student is a student athlete. Therefore, penalties assessed for violation of any Level #1, Level #2, or Level #3 offenses will apply throughout the academic year including days when a sport is not in season. The following actions by a student, either in or out of school, are prohibited. The identified penalties will be observed following an infraction of the corresponding regulation after a conference between the coach, the athletic director, and an administrator. Please note there is no inherent right to

participate in extracurricular activities and it is within the governing agency's (e.g. MIAA, NHS) and/or the school's discretion to exclude a student from interscholastic and extracurricular activities.

Any alleged violation of this rule shall be supported by reliable, independent observation as may be determined at the principal's discretion. In the event the allegation is reported by a federal, state, or local agency/department (including but not limited to the local police), then a written report shall be required which at the principal's discretion provides sufficient detail to substantiate a violation. The level of violation and suggested sanctions below are merely guidelines and the school principal or designee may impose a more or less severe sanction within his or her discretion.

Level 1:

Possessing, using, selling, dispensing, or exchanging of controlled substances, including alcohol and all tobacco related products (electronic cigarettes, vapor devices), and also including drug-related paraphernalia (including cigarette rolling papers), or being under the influence of controlled substances.

Any student who voluntarily remains at a place where he/she knows that alcoholic beverage(s), marijuana, steroids, or any controlled substance is being illegally consumed, possessed, bought, sold, or given away, shall be considered to be in violation of this policy.

1. Hazing

<i>1st Offense</i>	When the principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student will lose eligibility to participate in student activities <u>for a period of up to six consecutive weeks</u> . For student-athletes, MIAA policy will be followed for eligibility to participate in athletics.
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<i>2nd Offense</i>	When the principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student will lose eligibility to participate in athletics and/or student activities for a period of twelve consecutive weeks. For student-athletes, during that time they will be allowed to practice with the team and to attend games but will not be permitted to participate in any game, contest, or meet.
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Level 2:

1. The willful abuse of equipment or facilities
2. Any act of unsportsmanlike conduct - for example, verbal abuse of officials, unsportsmanlike gestures, etc. (Taunting)

3. The stealing of school property

<i>1st Offense</i>	Student will lose eligibility to participate for a period of two consecutive weeks.
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<i>2nd Offense</i>	Student will lose eligibility to participate for a period of four consecutive weeks.
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Level 3: (Athletes only)

1. Absenteeism from practice without personally being excused in advance by the coach, except in case of emergency
2. Absenteeism from a game/scrimmage without personally being excused in advance by the coach, except in case of emergency

<i>1st Offense</i>	Student will be assessed a five calendar day suspension from any game, contest, or meet.
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<i>2nd Offense</i>	Student will lose athletic eligibility for a period of two consecutive weeks.
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Extracurricular Suspension:

Offenses that threaten the safety of the King Philip Regional High School community or violate the spirit of positive participation in student life may carry up to an additional six week extracurricular suspension.

High School: Dance Regulations

To ensure that school dances are run efficiently with a minimum of problems, the following policies will be in effect:

1. All behavioral and attendance school policies will be in effect.
2. Only students appropriately dressed for the event will be admitted to the dance. Some dances may require suits, dresses, etc.
3. Dances that occur on the night before a scheduled school day will end no later than 10:00 P.M.
4. Students must arrive within thirty minutes of the scheduled dance start time, or they will not be admitted.
5. Once admitted to a dance, a student may not leave earlier than one half hour before the scheduled end unless his/her parent/guardian is present with valid photo identification.
6. Students may **NOT** re-enter a dance once they have left the designated area.

7. Students absent from school on the day of the dance or on the Friday preceding a Saturday dance may not be permitted to participate in the dance. Only the administration can excuse an absence.
8. Students under current school suspensions are not permitted to attend dances.
9. Dances that include non-King Philip Regional High School guests will be required to have a signed permission form that includes an administrator's signature from that guest's school of enrollment.
10. Violation of the Alcohol/Drug Policy may result in suspension and loss of the privilege of attending dances sponsored by King Philip Regional High School for the remainder of the school year.
11. Unauthorized entry to a dance may result in assessment of office detention and loss of the privilege of attending dances sponsored by King Philip Regional High School for the remainder of the school year.
12. In order to take part in any extracurricular activities, a student must be present for at least four (4) periods of a regular day or 67% of an abbreviated school day. Anything less will exclude a student from taking part in any after school or evening activity. Any exception to this rule can be made only by the administration.
13. Tasteful dancing and appropriate contact are expected. Lights will be brightened as a first warning. If the behavior continues, the music will be halted until the behavior ceases.
14. Proms and offsite dances will be subject to the above-mentioned rules as well as additional regulations as outlined in the permission slips.

MIAA

MIAA Mission Statement

The mission of the Massachusetts Interscholastic Athletic Association is to serve member schools and the maximum number of their students by providing leadership and support for the conduct of interscholastic athletics which will enrich the educational experiences of all participants. The MIAA will promote activities that provide lifelong and life-quality learning experiences to students while enhancing their achievement of educational goals.

MIAA Taunting Rule

Taunting includes any actions or comments by coaches, players, or spectators that are intended to bait, anger, embarrass, ridicule, or demean others whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin,

or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters.

Examples of taunting include but are not limited to: “trash talk,” defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including “in the face” confrontations by one player to another and standing over/straddling a tackled or fallen player.

At all MIAA contest sites and tournament venues, event organizers may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection.

Student-athletes participating in a contest, engaged in taunting, may be assessed with a Level #2 violation as identified in this handbook.

HIGH SCHOOL: STUDENT DRIVING AND PARKING POLICIES

All students who wish to park on school property will be required to obtain a parking permit which will assign ONE numbered parking space to the student driver. The student driver must park in their assigned space only. **Vehicles illegally parked in a designated handicapped space, parked in a visitor space, or parked in a space other than the one assigned, will be towed at the owner's expense.**

Application Process:

Licensed drivers must register on www.familyid.com. Applications will not be considered complete until they have both successfully registered and submitted payment. As parking facilities are limited, stickers will be assigned on a first come, first served basis. A valid driver’s license of the student applicant must be presented when picking up the parking permit. Once a permit is issued, it must be displayed in the lower left-hand corner of the windshield. The vehicle that is receiving the assigned parking space must be registered to the student or to a member of the immediate family.

Unauthorized/unregistered vehicles will be towed at the owner’s expense. Permits will not be issued to unlicensed drivers. In addition, freshmen are not allowed to drive to school.

Rules for all Drivers:

Parking an automobile on school property during the school day or when participating in school sponsored activities is a privilege and not a right. **Students who receive warnings for excessive violation of any school rules may be subject to having their parking privileges revoked.** The revocation of the parking privilege can be appealed to the principal. The decision of the principal is final. There are **NO REFUNDS** if parking privileges have been revoked for any reason.

Students misusing their parking privileges by leaving school grounds before the end of the school day may be subject to having their parking privileges revoked.

Parking and other motor vehicle violations may be punishable with detentions and/or suspension of parking privileges. Violations include, but are not limited to, parking in fire lanes, speeding (maximum speed is 10 MPH on campus), driving to endanger, and improper entrance and exit. Pedestrians and school buses have the right of way at all times. The established traffic patterns must be observed.

Students with parking permits who exhibit persistent and/or excessive absenteeism/tardiness including class cuts and truancy may lose their driving privilege. Excessive absences and tardiness are defined in our “Attendance Policy.”

Student vehicles parked on school grounds are subject to search by school administration, when reasonable cause to do so exists.

Emergency Situations:

The student who must unexpectedly drive a motor vehicle to school because of an emergency situation will bring written parental permission to the office upon entering school that day. Exceptions are made on a day-to-day basis and not for extended periods of time.

All motor vehicles, parked due to an emergency situation, must be registered with the office. Students with emergency situations may park in one of the “Visitors Only” spaces. They must sign into the main office immediately upon arriving at school. Violators will be subject to suspension of current and future driving privileges and possible disciplinary action.

HIGH SCHOOL: SENIOR PRIVILEGES

King Philip High School seniors in good academic and behavioral standing during the first quarter of their senior year, will be granted senior privileges beginning in the second quarter of their senior year. These privileges include early release, late arrival, off-campus lunch (when scheduling permits), outdoor cafeteria access, and the ability to participate in the senior class activities.

Senior Privileges Procedures:

Arriving Late* - Students with a study hall first period must be checked in at the main office by 8:30 am. Signing in after 8:35 will result in a tardy being issued. Students must remain in the lobby until the 8:41 bell rings signaling the end of first period.

Leaving Early - Students with a study hall last period must check out in the main office by 1:17 pm. Once you check out you must leave the building by the front door. Students leaving the building by any other door will be considered “cutting class”

Lunch - Students with a study hall during the 4th period lunch block may check out in the main office at 10:41 am and must leave through the front lobby doors. Students must check back in with the main office by 12:15 pm and wait in the front lobby for the 12:19 bell signaling the end of 4th period. **YOU MAY NOT BRING FOOD BACK INTO THE BUILDING.**

Rules:

Seniors are not eligible for privileges and/or may have them revoked if they:

- Have 2 or more tardies within the first two weeks of the school year.
- Exceed the attendance policy for unexcused absences or have unexcused tardies in each quarter.
- Receive a suspension.
- Cut class.
- Are on academic probation (not passing core academic classes).
- Have exhibited unacceptable behavior at any school-sponsored event.
- The principal/assistant principals reserve the right to deny or revoke privileges for any reason if they feel it is necessary to do so.

HIGH SCHOOL BELL SCHEDULE

HIGH SCHOOL REGULAR BELL SCHEDULE

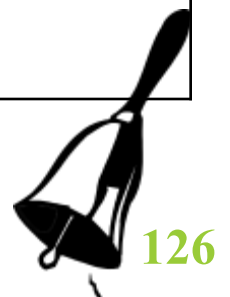
<i>DAY</i>		<i>1</i>	<i>7</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>
<i>7:30</i>		<i>Warning Bell</i>						
<i>7:35 - 7:43</i>		<i>Homeroom</i>						



7:47 - 8:41		A	G	F	E	D	C	B
8:45 - 9:39		B	A	G	F	E	D	C
9:43 - 10:37		C	B	A	G	F	E	D
10:41 - 12:19		D	C	B	A	G	F	E
		10:41 – 11:04 <i>First Lunch</i> 11:06 – 11:29 <i>Second Lunch</i> 11:31 – 11:54 <i>Third Lunch</i> 11:56 – 12:19 <i>Fourth Lunch</i>						
12:23 - 1:17		E	D	C	B	A	G	F
1:21 - 2:15		F	E	D	C	B	A	G

HIGH SCHOOL ALTERNATE BELL SCHEDULE
(Delayed Opening – One Hour)

<i>DAY</i>		1	7	6	5	4	3	2
8:30		<i>Warning Bell</i>						



8:35 - 8:43		<i>Homeroom</i>						
8:47 - 9:29		<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>
9:33 - 10:15		<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>
10:19 - 11:01		<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>
11:05 - 12:43		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>
		<i>11:05 – 11:28</i> <i>First Lunch</i> <i>11:30 – 11:53</i> <i>Second Lunch</i> <i>11:55 – 12:18</i> <i>Third Lunch</i> <i>12:20 – 12:43</i> <i>Fourth Lunch</i>						
12:47 - 1:29		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>
1:33 - 2:15		<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>

HIGH SCHOOL ALTERNATE BELL SCHEDULE
(Delayed Opening – Two Hours)

<i>DAY</i>		<i>1</i>	<i>7</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>
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9:30		<i>Warning Bell</i>						
9:35 - 9:43		<i>Homeroom</i>						
9:47 - 10:17		<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>
10:21 - 10:51		<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>
10:55 - 12:33		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>
		<i>10:55 – 11:18</i> <i>First Lunch</i> <i>11:20 – 11:43</i> <i>Second Lunch</i> <i>11:45 – 12:08</i> <i>Third Lunch</i> <i>12:10 – 12:33</i> <i>Fourth Lunch</i>						
12:37 - 1:07		<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>
1:11 - 1:41		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>
1:45 - 2:15		<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>

HIGH SCHOOL ALTERNATE BELL SCHEDULE
(Student Dismissal at 11:15 A.M.)

<i>DAY</i>		<i>1</i>	<i>7</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>
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<i>7:30</i>		<i>Warning Bell</i>						
<i>7:35 - 7:43</i>		<i>Homeroom</i>						
<i>7:47 - 8:36</i>		<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>
<i>8:40 - 9:29</i>		<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>
<i>9:33 - 10:22</i>		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>
<i>10:26 - 11:15</i>		<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>

HIGH SCHOOL ALTERNATE BELL SCHEDULE (7 Block/Period Day)

<i>DAY</i>		<i>1</i>	<i>7</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>
7:30		<i>Warning Bell</i>						
7:35 - 7:45		<i>Homeroom</i>						
7:49 - 8:33		<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>
8:37 - 9:21		<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>
9:25 - 10:09		<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>
10:13 - 10:57		<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>
11:01 - 12:39		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>	<i>F</i>	<i>E</i>
		<i>11:01 – 11:24</i> <i>First Lunch</i> <i>11:26 – 11:49</i> <i>Second Lunch</i> <i>11:51 – 12:14</i> <i>Third Lunch</i> <i>12:16 – 12:39</i> <i>Fourth Lunch</i>						
12:43 - 1:27		<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>G</i>



<i>1:31</i> -	<i>2:15</i>		<i>G</i>	<i>F</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
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