

SHARON HIGH SCHOOL



Parent/Student Handbook 2018-2019

181 Pond Street
Sharon, MA 02067
781-784-1554 (main office)
781-784-1550 (fax)

www.sharon.k12.ma.us

Twitter & Instagram: @SHS_Eagles

Facebook: SharonMAEagles

Sharon Public Schools does not discriminate on the basis of age, color, disability, gender identity, homelessness, national origin, race, religion, sex, or sexual orientation.

The Sharon School Committee and the administration of the Sharon Public Schools review district policies on a continuous basis. Updates are sometimes made after the beginning of a school year that cannot be reflected in a Parent/Student Handbook that was finalized in late June. Therefore, it is important to note that any policy referenced in this handbook may have an updated version on the district website.

For the most recent version of all school district policies, please visit the district website at www.sharon.k12.ma.us.

Policies can be found under the "School Committee" heading.

SHARON HIGH SCHOOL

Vision, Mission, and Core Values

Sharon High School strives to be a respectful, caring, dynamic, and inspirational learning community.

We offer our students the academic, civic, and social tools to be informed, thoughtful, and effective contributors to a globally connected world.

Perseverance ■ Responsibility ■ Integrity ■ Dedication ■ Excellence

Beliefs about Learning

In order for all students to learn, realize success, and reach their potential, we will:

- Ensure a safe, supportive, inclusive, and stimulating educational environment.
- Set challenging goals and create meaningful learning experiences.
- Encourage curiosity, open-mindedness, empathy, and reflection.
- Promote a healthy, spirited, collaborative, and engaging school culture.
- Establish lasting relationships and partner with our community.

Academic Expectations

Students will:

- Read effectively.
- Write effectively.
- Speak effectively.
- Solve problems analytically and critically.
- Work cooperatively.
- Use technology effectively and responsibly.
- Locate, organize, and process information from a variety of sources.

Civic Expectations

Students will:

- Demonstrate responsible citizenship with a global perspective.
- Demonstrate appreciation for community diversity.
- Demonstrate honest and moral character.

Social Expectations

Students will:

- Demonstrate appreciation for the physical and emotional well being of self and others.
- Demonstrate respectful behavior.
- Participate in activities beyond the classroom.

Preface

Greetings!

Inside this document, which has been approved and adopted by the School Committee, you will find information and policy relative to the administration and learning environment of Sharon High School – an educational institution that is steeped in tradition, grounded in excellence, and embraced by our community.

Guided by a vision, mission, set of core values, and beliefs about learning intended to facilitate success, Sharon High School supports each student's physical, emotional, and intellectual health and well-being in a variety of ways. Toward that end, the faculty and staff are committed to providing pertinent opportunities, communicating effectively, and facilitating a learning environment that is safe and challenging.

This handbook was written and developed with the aforementioned in mind; therefore, it should be assumed that students, parent(s)/guardian(s), and staff alike will acknowledge the dignity, rights, beliefs, property, and worth of one another, and that each individual will strive never to diminish another by their conduct or attitude, because in addition to the hard work involved in learning, high school can, and should be, an enjoyable part of each individual's life.

As your principal, I'm confident that you will find the atmosphere and culture of Sharon High School warm and friendly. The experiences that take place during one's time at Sharon High School are important and will create memories sure to last a lifetime. So, if I can help ensure that these times are indeed positive, please do not hesitate to contact me.

Sincerely,

Jose Libano

Jose Libano, Ed.D.
Principal

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Communication and Organization

Foreword

Communication between home and school is a priority at Sharon High School, and students and parents/guardians are strongly encouraged to advocate for the education and services that are provided. Through the school's website, mailings, parent groups, and other publications, a wealth of information is available; however, if a question or concern arises, there are several avenues by which that question or concern can be answered or resolved.

Generally, matters concerning the classroom, a sport, or an activity should first be directed to the teacher, coach, or advisor involved. If the matter cannot be resolved satisfactorily, it should then be brought to the attention of the respective coordinator or director, as well as to the student's counselor. Any emergency issue, or problem related to school policy or protocol, should be brought to the immediate attention of the assistant principals. The principal can also always be reached and will return messages promptly.

School Administration

| | | |
|---------------------------------|------------------------|-----------|
| Principal | Dr. Jose Libano | Ext. 8001 |
| Asst. Principal (9 - 12) | Ms. Beth Gavin | Ext. 8002 |
| Dean of Academic Affairs | Mr. Bob Pomer | Ext. 8027 |
| ELA Coordinator | Ms. Rebecca Smoler | Ext. 8017 |
| Foreign Language Coordinator | Dr. Kristina Dahlen | Ext. 8029 |
| Mathematics Coordinator | Dr. Tom Gorsuch | Ext. 8016 |
| Science Coordinator | Ms. Emily Burke | Ext. 8028 |
| Social Studies Coordinator | Mr. Chuck Fazzio | Ext. 8030 |
| Special Education Administrator | Ms. Jennifer Graveline | Ext. 8015 |
| Athletic Director | Dr. Nicholas Schlierf | Ext. 8038 |
| School Resource Officer | Officer Mike Hocking | Ext. 8031 |

District Administration

| | | |
|-----------------------------------|----------------------|-----------------|
| Superintendent | Dr. Victoria Greer | 781-784-1570 x1 |
| Asst. Supt. - Curriculum/Admin. | Ms. Elizabeth Murphy | 781-784-1570 x2 |
| Asst. Supt. – Information Service | Dr. John Marcus | 781-784-1570 x3 |
| Director of Student Services | Ms. Christine Smith | 781-784-1570 x4 |
| METCO Director | Ms. Claire Jones | Ext. 8046 |
| Director of Maintenance | Mr. Ken Wertz | 781-784-1570 x3 |
| Director of Food Services | Ms. Molly Van Cott | 781-784-1560 |
| Food Services Operations Asst. | Ms. Celeste Ruggeri | 781-784-1560 |
| School Committee Chairperson | Mr. Jonathan Hitter | 781-784-6986 |

Scholastic Information

Foreword

At Sharon High School, the academic program is an essential part of each student's learning experience, and the faculty and staff of Sharon High School pride themselves on providing a challenging, diverse, and progressive curricular program that emphasizes depth of understanding over breadth of coverage. Consequently, in an effort to ensure that graduating students are adequately prepared for the 21st century, Sharon High School strives to facilitate each student's learning experience with programs, policies, procedural safeguards, and support mechanisms that will allow and encourage every student to reach their potential.

As a partner in the educational process, Sharon High School will communicate and provide clear course standards and expectations, and provide guidance and advice that addresses the interests and needs of each student. All students at Sharon High School, however, are expected to assume a certain level of responsibility and accountability for their own growth, and they should become very familiar with the school's Vision, Mission, Core Values, and Expectations for Student Learning.

During a student's tenure at Sharon High School, opportunities to succeed will be readily available so that each student can define success in a way that is personally meaningful. It is our hope that by creating a learning environment that is interesting and fun, yet focused and also vigorous, that all students who receive a diploma at the commencement exercises leave the Sharon Public Schools with a passion for life and learning.

Graduation Requirements

In accordance with the state requirements, as well as with what the community of Sharon believes to be in the best interest of students who graduate from the Sharon Public Schools, Sharon High School has established graduation requirements that every enrolled student must meet prior to receiving a diploma (see [Diplomas](#)). Over the course of a student's four years at Sharon High School, the opportunity to meet the requirements below will be available. These are:

| Subject Matter | Requirement |
|-------------------------|--|
| English | 4 full years of coursework, including a Senior Research Paper |
| Social Studies | 3 full years of coursework, including U.S. History |
| Mathematics | 4 full years of coursework |
| Science | 3 full years of coursework |
| Foreign Language | 2 full years of coursework in the <i>same</i> language |
| Wellness | 2 semesters of coursework |
| Unified Arts | 1 semester of coursework; 2 semesters beginning with the Class of 2021 |
| Other | Any combination of SHS courses equating to 8 semesters of coursework |
| MCAS | ELA, Mathematics, Science |

In summary, the aforementioned requirements amount to passing the relevant MCAS Exams and earning 102 total credits, of which 20.0 credits must be earned during a student's senior year in order to earn the privilege of participating in Sharon High School's commencement exercises (see [Commencement Exercises](#)).

It should be noted that the transcripts and MCAS results of students who transfer into Sharon High School will be reviewed by the Guidance Director and the Principal in order to determine what requirements may already have been met at the student's previous school, and in order to determine the most appropriate schedule that will enable the transfer student to meet Sharon High School's established graduation requirements.

No student may attempt to meet a graduation requirement through participation in a dual-enrollment program, an internship, a distance or virtual learning program, courses taken through Sharon Community Education, or have a graduation requirement waived without the prior approval and written consent of the Principal (see [Extended Learning Opportunities](#)); furthermore, Sharon High School does not permit students to graduate before having completed their senior year.

MCAS Testing

Each school year, the Massachusetts Department of Elementary and Secondary Education schedules specific dates on which the MCAS Exams must be administered. Sharon High School publicizes these dates on the school's calendar and website, and students should make every reasonable effort to ensure that they are in school on these dates so that they have the opportunity to pass these exams (see [Graduation Requirements](#)).

Sharon High School operates on a normal school day when the MCAS Exams are administered, and testing conditions have been optimized so that the students taking the exams are not disrupted, and so that the remainder of the student body can continue school as normal. If a student is not in school on the pre-determined testing dates, it should be known that make-up dates have been incorporated into the calendar, and that no student may receive a diploma from Sharon High School without passing all of the required portions of the MCAS Exams.

Students who perform well on the MCAS Exams may be eligible for one of two awards: the John and Abigail Adams Scholarship or the Stanley Z. Koplik Certificate of Mastery with Distinction. Information about each can be acquired by contacting the Guidance Department or by visiting the website for [the Massachusetts Department of Elementary and Secondary Education](#).

Please also note that any student who fails a required portion of the MCAS Exams three (3) times, and who does not maintain an attendance rate of 95% or better during the junior and senior years, which equates to nine absences or less in a school year lasting 180 days, jeopardizes the right to file an MCAS Performance Appeal. ([603 CMR 30.00](#))

Course Credits and Promotion Conditions

At the conclusion of a course, credits are awarded to those students who have successfully passed the course by meeting all of the course's requirements. A failing grade or a student's inability to meet the course requirements (see [Grading System](#)), does not entitle a student to credit.

The number of credits that can be earned in a particular course is published in the [Program of Studies](#). Courses that meet everyday for a full year are worth 5.0 credits, and courses that meet daily for only a semester are worth 2.5 credits. Study halls do not earn credit.

During the course selection process, which takes place in March of each school year, all Sharon High School students must enroll in a schedule for the following academic year that could ultimately lead to the awarding of 30.0 credits. However, it should be noted that while the high school will do

everything possible to meet the needs and demands of its students, students and their parents should be aware that scheduling conflicts, budget cuts, student enrollment, and teacher availability may prohibit a student from getting preferred courses. The aforementioned difficulties are the only legitimate reasons for a student schedule that equates to less than 30.0 credits.

Although there are no formal requirements for promotion from grade to grade, students should remain aware of the number of credits they can earn annually and that they have accumulated to date.

As with the graduation requirements, any student who transfers into Sharon High School will be subject to a credit review by the Guidance Director and the Principal in order to determine how many credits the transfer student should be awarded. This process also applies to students attending Sharon High School through an exchange program and any student seeking to earn credit by completing a pre-approved course through a summer school program; however, no credit will be awarded to students enrolled in courses via participation in a dual-enrollment program, an internship, a distance or virtual learning program, and/or courses taken through Sharon Community Education without the prior approval and written consent of the Principal (see *Extended Learning Opportunities*).

Grading System

Although Sharon High School strongly believes in, and adheres to, a standards-based education model, the traditional grading system that colleges and universities recognize (based on numerical values) is used to communicate a student's achievement of course standards. It is depicted below:

| Grade | Numerical Value |
|--------------|------------------------|
| A+ | 98-100 |
| A | 93-97 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | Below 60 |

The only exceptions to the chart above are physical education courses, educational support programs for regular or special education students, mitigating circumstances involving transfer or exchange students, and

programs of study pursued through the Independent Study Program, all of which are graded on a Pass/Fail basis.

It should also be noted that if extenuating circumstances exist that prevent a student from being able to complete a course's requirements, a grade of incomplete, which is denoted as an "IC", may be temporarily assigned. Typically, however, a grade of incomplete is reserved for students whose absences are classified as "Exempt" (see [Attendance Information](#)). In most cases, the student will be granted ten (10) school days after the conclusion of the term in which to make up any missed work and/or assessments. Once this grace period has expired, if the student has not made up any missed work and/or assessments, incomplete grades will automatically be changed to an F.

Grades

The [PowerSchool](#) portal provides real-time access to grades for all courses. It is restricted during the school day, but open before and afterward. As grades are finalized toward the end of each term, the portal closes. These closures are noted on the school's calendar and website. All assignment and term grades are intended to accurately represent a student's academic performance.

Honor Roll

Students who earn grades that are reflective of a high degree of achievement as it relates to course standards are eligible for the Honor Roll. The Honor Roll is divided into three (3) categories, for which the eligibility requirements are outlined below:

High Honors: *No grade lower than an A-*

Honors: *No grade lower than a B*

Second Honors: *No grade lower than a B-*

Shortly after the conclusion of each term, students who have met the eligibility requirements outlined above are sent a congratulatory letter indicating their level of achievement. In light of the fact that grades are a private and confidential matter, the Honor Roll is not published.

Grade Point Average (GPA)

The Grade Point Average (GPA) is a cumulative computation of a student's academic standing in school in relation to peers. It is a number that takes into account the difficulty of the student's historical course load, and that reflects the student's commitment to academic rigor.

Across the country, college and university admissions officers use the GPA as a starting point from which to measure the challenging nature of a

student's coursework against that of students from other high schools. As such, the GPA is calculated (or "weighted") in accordance with the levels of the courses that a student has completed to date during high school.

The GPA scale used to calculate (or "weight") courses taken at, or transferred to, Sharon High School is as follows:

| Grade | AP/Honors | Standard | Foundations |
|--------------|------------------|-----------------|--------------------|
| A+ | 6.3 | 5.3 | 4.3 |
| A | 6.0 | 5.0 | 4.0 |
| A- | 5.7 | 4.7 | 3.7 |
| B+ | 5.3 | 4.3 | 3.3 |
| B | 5.0 | 4.0 | 3.0 |
| B- | 4.7 | 3.7 | 2.7 |
| C+ | 4.3 | 3.3 | 2.3 |
| C | 4.0 | 3.0 | 2.0 |
| C- | 3.7 | 2.7 | 1.7 |
| D+ | 3.3 | 2.3 | 1.3 |
| D | 3.0 | 2.0 | 1.0 |
| D- | 2.7 | 1.7 | 0.7 |
| F | 0.0 | 0.0 | 0.0 |

It should be noted that all "unleveled" courses, which are noted as such in the [Program of Studies](#), as well as programs of study pursued via Extended Learning Opportunities or the Independent Study Program, are not calculated into the GPA.

For additional insight into the nature and purpose of the GPA, above and beyond what is explained here, please contact the Guidance Department.

Latin Honors

Beginning with the Class of 2017, students may be distinguished at the commencement exercises for having reached specific GPA thresholds. These are calculated following the 3rd term of the senior year, but subject to re-evaluation prior to graduation so that the honorary status can be confirmed. Cumulative in nature, a student must have been enrolled at Sharon High School since the start of the sophomore year in order to be eligible for these honors. They are:

| | |
|--|--------------------|
| Summa Cum Laude ("with highest honor") | <i>GPA of 5.70</i> |
| Magna Cum Laude ("with great honor") | <i>GPA of 5.50</i> |
| Cum Laude ("with honor") | <i>GPA of 5.20</i> |

These honors replaced the valedictorian and salutatorian distinctions in order to fully eliminate the use of class rank, to prioritize collaboration over competition in the learning process, to foster the pursuit of academic

interests in the course request process, to model the college/university system, and to honor more SHS students.

National Honor Society

Sharon High School's chapter of the National Honor Society was chartered in 1965 during the tenure of principal John Smith. Like chapters at high schools across the country, our chapter seeks to identify students who demonstrate the highest level of commitment to each of the following traits: scholarship, character, leadership, and service. It also seeks, through its members, to contribute to the school community in a positive fashion, and to promote academic excellence and integrity.

Membership in this prestigious organization is both an honor and a privilege, and students who exemplify the aforementioned traits are inducted each school year. A student must complete an application to be considered. This process begins shortly after the halfway point of the school year, when sophomores and juniors with a cumulative GPA of 5.3 (or higher) are identified. These students, having met the minimum scholarship criterion for Sharon High School's chapter, receive an invitation to apply, as well as an application that provides each prospective member with an opportunity to highlight their commitment to good character, strong leadership, and noble service.

Once submitted, a committee of five (5) faculty members who are appointed each year by the Principal reviews each application. Using a variety of rubrics, each component of the application is assessed in an objective and quantifiable manner. Equal weight is assigned to each of the four traits, and students who exceed the collective minimum standard are subsequently invited to join Sharon High School's chapter.

Any student not accepted into Sharon High School's chapter of the National Honor Society may appeal the decision to the Principal. The candidate's original application will be re-scored by a neutral party using the same rubrics. New information that may enhance a candidate's application cannot be submitted for this process, and the outcome of the review will be final.

Following the induction ceremony of eligible students who choose to join the chapter, members are expected to attend regularly scheduled meetings, participate in chapter initiatives, and adhere to the scholarship, character, leadership, and service standards upon which their membership is based. Students who fail to do so may have their membership status placed on probation or revoked.

General information about the [National Honor Society](#) can be found at their website. Additional details about Sharon High School's chapter can be found on [the school's website](#), or by contacting the [Principal](#) or chapter advisors.

Schedule Changes (Add/Drop Policy)

Sharon High School classes are scheduled after students have made course selections in March. Based upon the requests of all students, the master schedule is then developed. The course selection process helps determine teacher assignments, courses offered or not offered, room assignments, and the number of sections of each course that is offered.

Because the course selection process is a cooperative venture between the student, parent(s)/guardian(s), the teacher, and a guidance counselor, it is expected that when course selections are made, that the student will commit to the decision. Any proposed change must be discussed with the teacher involved, the department coordinator, and the guidance counselor. Although some changes may be made, it should be clearly understood that requests will not be automatically honored or approved.

Sharon High School has a course change policy that takes its schedule process into account; the parameters are outlined below.

- No schedule changes will be entertained during the first cycle (6 school days) of the school year
- Schedule changes may be proposed at the start of the second cycle (7th school day) of the school year
- Schedule changes for semester courses must be completed by the end of the second cycle (12th school day) of the school year
- Schedule changes for full-year courses must be completed by the end of the third cycle (18th school day) of the school year
- Students granted approval for a course change will be required to complete all work necessary to catch up to the curriculum being addressed in the new course

It should also be noted that, during the first cycle, and following this “add/drop period”, schedule changes will not be entertained unless guidance counselors and administrators deem that special or urgent circumstances exist. A low grade in and of itself does not qualify for a course change. At times when students are not allowed to make schedule changes, the final decision to approve or deny any course change request lies with the Principal.

Homework

Studying outside of the classroom is an essential component of the learning process, and every student at Sharon High School is expected to engage in this kind of learning.

Homework can take many formats, including but not limited to, problem-solving, writing, reading, and project completion. Homework may also

include preparation for tests, quizzes, or any other announced or unannounced assessments, as well as review of past lessons to help with retention. Collaborative or self-directed in nature, there is also an expectation that academic integrity guides these efforts (see [Cheating and/or Plagiarism](#)).

No student should spend an exorbitant amount of time completing homework – time that compromises going to sleep at a reasonable hour or the ability to participate in at least one school or non-school-related co-curricular activity. Any student having a hard time completing assigned homework should bring this to the attention of a teacher as soon as possible, as well as to a guidance counselor or administrator.

A [time management calculator](#) can be found on the school's website and in the [Program of Studies](#). Students are strongly encouraged to use this resource, which was created to help them keep track of their commitments and responsibilities in and outside of the classroom.

Students should be aware that homework expectations and guidelines would vary between subjects. It is also important to know that conscientious efforts are made to ensure that there is minimal variation in related expectations and guidelines between teachers who teach the same material. In most cases, the communicated expectations will be higher for students enrolled in upper-leveled classes (i.e., AP and Honors), but the reason for homework will always be the same, no matter the level of the class – to support and enhance the learning experiences in the classroom, as well as to promote good study habits.

Students who work, or who participate in interscholastic athletics or co-curricular clubs or activities, should be prepared to make adjustments in their schedules to accommodate the need to complete and engage in homework. It should also be noted that teachers will always make reasonable homework accommodations when school is in session during major religious holidays.

Finally, know that the district commissioned a task force on homework during the 2016-2017 school year. Findings from the work can be found in the [summary report](#) that was produced.

Assessments

Assessments such as tests, quizzes, projects, and presentations are another important part of each student's educational experience at Sharon High School. Teachers to assess a student's mastery of a specific topic use them frequently, or to assess a student's progress towards meeting stated expectations.

Teachers will clearly communicate the potential impact that these kinds of assessments have on a student's formally reported grade (i.e. how grades

are calculated), and as with homework, collaborative efforts are being made to minimize the disparities that may exist on scheduled assessments given by different teachers who teach the same material.

In order to minimize the stress associated with assessments, students will not be required to take more than two full-period assessments in one day. Students in this position should notify the teachers involved as soon as possible so that the dilemma can be resolved. In all cases, efforts to avoid taking more than two full-period assessments must be made prior to the day of the scheduled assessments. If a conflict cannot be resolved, then an administrator should be contacted.

Mid-year and final exams for all students are held at the conclusion of each semester – the only current exception being for second semester seniors. Students who may miss a mid-year or final exam due to an absence must notify the administration immediately. If the absence is deemed valid by the administration, the student will be given permission to make-up the exam and will also be provided with a reasonable timeframe within which to complete the exam. Typically, mid-year exams are made up during the first week of the second semester, and final exams are made up during the week following the close of school. No exam will be given in advance of an impending absence; however, with the approval of the administration, extenuating circumstances may permit a student to make-up an exam outside of the aforementioned parameters.

At the discretion of the teacher, any assessment that is missed due to an absence from school or class may be modified, and no make-up privileges will be granted to a student whose absence is considered *“Unexcused”*. Students who exhibit a pattern of missing a particular class or scheduled assessments due to absenteeism also jeopardize their opportunity to make up any missed assessments.

Extended Learning Opportunities

Although Sharon High School offers a rich and diverse academic program, there are subjects of interest to our student body that may not necessarily be offered at Sharon High School. In order to meet the needs and interests of all students who express a desire to pursue such interests and enhance their educational experience, Sharon High School partners with several organizations to provide these kinds of opportunities – opportunities which are often referred to as internships, on-line courses, adult education, or dual-enrollment programs.

It is Sharon High School's intent to work collaboratively with outside agencies, and Sharon High School is willing to consider joint ventures not named here. Currently, there are working relationships with some of the following organizations: [The Virtual High School Collaborative](#), [Framingham State University](#), [Sharon Community Education](#) or other approved Adult Education programs, and the [Sharon Advocate](#).

Students who wish to pursue a course of study through such a partnership must complete the Extended Learning Opportunity Application, which is available in the Guidance Department Office. The application must indicate and include the following:

- A description of the student's proposed program(s) of study
- The curricular topic and the proposed number of credits
- The member of the faculty or staff (who may be a guidance counselor or administrator) that will help guide/oversee the student's program(s) of study
- Standardized test results - if applicable (i.e., MCAS, PSAT, SAT, ACT)
- A current transcript
- Parental or guardian consent to pursue such an endeavor

Once the application has been submitted, it will be reviewed by the Principal and the Guidance Director, who will determine if the partnership can be aligned with both the school's mission and the goals of the student. If so, the Principal and the Guidance Director will determine the appropriate number of credits that could be applied toward the fulfillment of Sharon High School's graduation requirements. These determinations, as well as any necessary explanation(s), will be communicated in writing so that the rationale behind any rejection is clear, and so that the expectations for any approval are understood. Programs of study submitted for review after-the-fact will generally not be considered but may be appealed to the Superintendent. In light of the fact that Sharon High School does offer a rich and diverse academic program, and because there is an expectation that all students at Sharon High School take a full complement of courses each year (30.0 credits), it should be noted that Sharon High School reserves the right to limit the number of participating students, as well as the number of credits that could be granted and applied towards the fulfillment of Sharon High School's graduation requirements.

At the present time, those students who meet any one or more of the following conditions will be given consideration to participate:

- Lacking the necessary number of credits to maintain pace with the anticipated graduation date of their classmates
- With scheduling conflicts that cannot be resolved, thereby preventing the student from taking certain courses
- With documented medical concerns that prevent them from coming to school
- Considering withdrawing from school (see [Withdrawal from School](#)) during their senior year

- Enrolled in a full complement of courses (30.0 credits) wishing to take on additional coursework
- Involved in specialized travel or training over a limited period of time that affects regular school attendance
- Wishing to pursue vocational or technical careers

Participating students are expected to keep the member of the faculty or staff that is helping guide/oversee the student's program abreast of progress on a regular and pre-determined basis (i.e., weekly, monthly). Those who successfully complete the program in accordance with the expectations that were outlined when approval was granted will be awarded the number of credits that were deemed appropriate by the Principal and the Guidance Director prior to the start of the program. The student's transcript will also be updated; however, students should be aware that these kinds of programs of study are not incorporated into GPA calculations or Honor Roll decisions.

In order to receive a diploma from Sharon High School, all students must complete minimum graduation requirements as outlined in the [Program of Studies](#) and must have completed at least one (1) year of coursework at Sharon High School. The Principal may make exceptions with the approval of the Superintendent of Schools and the knowledge of the Sharon School Committee.

Finally, though Sharon High School is committed to providing students with varied and rewarding opportunities, there are often transportation and/or enrollment costs associated with the pursuit of such a program. Funds are generally not available to support Extended Learning Opportunities, and students (and parents/guardians) should be prepared to incur any related expenses.

Independent Study Program

The Independent Study Program offers students in their junior or senior year an opportunity to enrich their education by enabling them to define and pursue a program of study that Sharon High School does not offer. Due to the rigorous nature of the existing Sharon High School curriculum, participation in the Independent Study Program is intended to meet the needs of students who are very self-directed and extremely motivated.

Students who would like to pursue a program of study through the Independent Study Program must complete the Independent Study Program Application, which can be acquired in the Guidance Department Office. Prior to being submitted, the application must indicate and include the following:

- The curricular topic of study, the proposed number of credits (which may not exceed 2.5), and the member of the faculty (cooperating teacher) who will be guiding the student's program of study
- The form(s) of assessment that will be utilized to measure the student's successful completion of the program of study
- The duration of the program of study, and a summary of the resources that will be used to facilitate the program of study
- Commitment and approval signatures from the student, parent(s)/guardian(s), guidance counselor, cooperating teacher, proper subject area coordinator, and Principal

At no time may a student pursue multiple programs of study through the Independent Study Program, or earn more than 5.0 credits in any given school year. Also, because the Independent Study Program is designed for students who are willing to assume extra work in an academic pursuit above and beyond the scope of the existing Sharon High School curriculum, students struggling to pass their assigned classes may not be approved to pursue a program of study through the Independent Study Program.

Participating students are expected to meet and consult with their cooperating teacher as needed, and students will be graded on a Pass/Fail basis. Those who successfully complete a program of study through the Independent Study Program will be awarded credits in accordance with Sharon High School's existing credit structure. Successful completion of the program of study will also be noted on the student's transcript. Please note, however, that in light of the fact that the Independent Study Program employs a Pass/Fail grading system, these programs of study are not incorporated into GPA calculations or Honor Roll decisions.

Cheating and/or Plagiarism

Integrity is a virtue that Sharon High School firmly values, and it should be assumed that cheating and plagiarism are not acceptable. As such, students need to clearly understand what constitutes cheating and/or plagiarism. The most common forms of which have been listed below:

- Looking at another student's paper during an exam, test, quiz, or other form of assessment
- Carrying information into an exam, test, quiz, or other form of assessment with the intent of using it inappropriately
- Using an unapproved instrument or device that could provide an unfair advantage on the assessment
- Receiving information (by any means) prior to and/or during an exam, test, quiz, or other form of assessment
- Copying another student's work to complete an assignment
- Providing unapproved information to another student (by any means) prior to and/or during an exam, test, quiz, or other form of assessment
- Sharing materials for the purpose of using them inappropriately to complete an assignment
- Plagiarism (see [Sharon Public Schools, Grades 6-12, Research and Writing Guide](#))

In light of the above, as well as efforts that the faculty and staff routinely make to educate students about the inappropriateness of cheating and/or plagiarism, it is incumbent upon students to ensure that dishonesty will not be suspected when they submit or complete an assignment. During all sit-down assessments, cell phones/laptops should be stored or remain in the phone park trays unless otherwise directed by the teacher.

Students are also strongly encouraged to seek out their teachers and to ask questions about the use of content or materials that may call into question the authenticity of a student's final submitted work. Parents and guardians also need to be cognizant of the fact that while the school certainly encourages and understands efforts at home to guide, assist, and support the learning process, a student's final submitted work should be reflective of current knowledge and ability level. Anything submitted by a student that seems contrary to what a teacher has become familiar with from the student makes it very difficult for a teacher to accurately assess the academic progress of the student.

Students should also be mindful of the pitfalls that the Internet, as well as other forms of technology, can present (e.g. programmable calculators, cell/smart phones, language translators); therefore, students who are found guilty of cheating and/or plagiarism will be subject to the following:

- *First offense:* Teacher managed and also reported to main office
- *Second offense:* Saturday School (see [Saturday School](#))

- *Subsequent offenses:* Between one (1) and three (3) days out-of-school suspension

For any first offense deemed egregious by the administration (i.e., stealing assessment materials from a teacher, MCAS, SAT, ACT, or AP cheating violations, mass distribution of assessment materials) out-of-school suspension will be the penalty. Strong consideration will also be given to noting the impropriety on the student's permanent transcript.

In all cases, the student is subject to possible eviction and/or social suspension from co-curricular and/or interscholastic activities or organizations as well, including but not limited to, the National Honor Society, Student Council, etc.

Tutorial Assistance (GCRD, IHBF)

Students seeking tutorial assistance are encouraged to ask their guidance counselor about the services that may be available to students. While teachers are available to help students after school between 2:40 p.m. and 3:00 p.m., there are also many students willing to give of their time to tutor their peers before school, during the school day (i.e. Eagle Block), or after school. In light of the fact that the school library is open well before the school day starts, as well as after the school day ends (see [Library](#)), it should be known that safe and supervised arrangements can be made for tutoring during these times.

With respect to students with chronic illnesses who have recurring home/hospital stays and who are absent (or are expected to be absent) from school for a period of time equating to at least fourteen (14) school days, it is important to know that these students are entitled to tutorial services. Generally, ten (10) hours per week are provided at home or in the hospital, but the actual amount could be more or less based on the individual needs of the student as determined by the Director of Student Services. In order to initiate tutorial services qualified by the aforementioned guideline, the Guidance Department must be notified and a physician's written order (Form 28R/3) must be on file. It is recommended that any related request be made as soon as reasonably possible.

Summer School

Sharon High School students may make up a course that was failed during the school year by attending an approved summer school; however, before considering enrollment in summer school, the student must meet the following criterion:

- Passed at least two out of four terms during the school year

Prior to the conclusion of the last term of the school year, students who have met, or who may meet, this eligibility requirement for summer school, will receive a letter from the Guidance Department stating that this is the case. Students will only be allowed to make-up courses that they have failed during the most recent school year. No student is allowed to make-up more than two courses in any given summer.

In such circumstances, the student must then meet with a guidance counselor to discuss available summer school options. The counselor will identify programs that can fulfill graduation requirements and also inform the student of the number of credits that can be earned. Upon successful completion of any summer school course, the grade(s), as well as any credits that are awarded, will be recorded on the student's transcript; however, they will not be incorporated into any re-calculation of the student's failing grade(s).

Foreign Exchange

Sharon High School is willing to work with organizations and agencies that can facilitate a foreign exchange placement for a student interested in pursuing an academic experience in another country. These kinds of opportunities are certainly encouraged and promoted, and any student looking to pursue such a venture should discuss the possibility with a guidance counselor, who will be able to explain some of the options that are available. It should be noted, however, that students who elect to participate in a foreign exchange program must withdraw from Sharon High School for the duration of the program and then re-enroll upon return. At that time, the Guidance Director and the Principal will meet to determine how many credits the student may be awarded and if any graduation requirements have been met.

The withdrawal and re-enrollment aspect of this policy does not apply to students who are granted the opportunity to take part in SEVP (Student and Exchange Visitor Program)-compliant exchange visits that are directly sponsored by the Sharon Public Schools, approved by the School Committee, and fully correlated to, as well as integrated with, the curriculum of Sharon High School.

Withdrawal from School

In the interest of enrolled and prospective students, the local community, as well as the faculty and staff of Sharon High School, have made concerted efforts to provide academic programs, support services, and enrichment opportunities that can meet the needs and interests of all students. Measures have also been taken to ensure that the atmosphere and culture of the school is warm and inviting. In light of the steps that have been taken, those considering withdrawing from Sharon High School

are encouraged to discuss and explore educational options, placements, and alternatives prior to making a decision to withdraw.

Students of age who do choose to withdraw must return all borrowed textbooks, as well as any other property belonging to the school. A form that can be obtained in the Guidance Department should be used to verify that all of the necessary materials have been returned. Once this form has been completed, the student's parent(s)/guardian(s) have signed it, and a consultation with a guidance counselor and a member of the administration has taken place, the student will be designated as having withdrawn.

It should also be noted that those students electing to be "home-schooled" must withdraw from Sharon High School. Any student of age who is absent from school for more than fifteen (15) consecutive school days will be notified that their continued placement relies on their future attendance. This notice will include reference to the need for a discussion of educational options, placements, and alternatives, and any failure to respond within ten (10) school days of receipt of the notice will be cause for classifying the student as having withdrawn.

Commencement Exercises

Annually, on the first Sunday of June, the Sharon Public Schools celebrate the graduating class by hosting a ceremony to award diplomas to those who have successfully met all of Sharon High School's established graduation requirements (see [Graduation Requirements](#)).

Beginning with the Class of 2014, it was determined that all graduates would wear the same colored gown, maroon. The change reflects Sharon High School's non-discrimination clause, as well as Massachusetts General State Law, Chapter 76, Section 5, stating that no person shall be discriminated against based upon gender identity.

Participation in Sharon High School's commencement exercises is a privilege and not a right. Therefore, it should be understood that students must be in good standing before being allowed to partake. This means that graduation requirements have been met, all textbook and equipment obligations are satisfied, and that the student is not the current subject of disciplinary consequences that have been imposed for violating the school's standards or expectations for behavior.

Students in good standing who have not met Sharon High School's graduation requirements prior to the commencement exercises may participate in the ceremony if they are able to meet the established graduation requirements prior to the conclusion of the summer that follows the commencement exercises in which they participate. Before permission to participate is granted, however, a formal written plan for completing whatever requirements have not been met must be approved by the

Principal. Once the plan has been completed by the student, and verified by the Principal, a diploma will be awarded. The student's transcript will clearly indicate the date (month, day, year) upon which the missing graduation requirements were shared with, and subsequently verified by, the Principal. After verification, the original diploma that the student would have received at the commencement exercises will be issued to the student.

At the discretion of the Principal, foreign exchange students attending Sharon High School as a member of the graduating class may participate in the commencement exercises without having met all of Sharon High School's established graduation requirements. While a diploma will not be granted, an honorary certificate of attendance may be presented. This provision can also apply to students who have completed all of Sharon High School's highest course level offerings prior to the senior year who choose to withdraw from Sharon High School without having met all of the established graduation requirements.

Diplomas

Any student enrolled at Sharon High School for the entirety of senior year who has met the established graduation requirements (see [Graduation Requirements](#)) is eligible to receive a diploma from Sharon High School. This includes any student with an Individualized Education Plan (IEP) who is educated at an alternative educational setting that was coordinated, documented, and paid for by the Sharon Public Schools.

Exceptions to the aforementioned may be authorized through the prior approval and written consent of the Principal and Superintendent. Typically, exceptions are only made for students who move into the district under extenuating circumstances during the expected graduation year.

Attendance Information

Foreword

For students to reach their potential at Sharon High School, regular attendance is absolutely necessary. The learning experiences that take place in the classroom, or at school-related activities, are a meaningful and vital part of a student's education.

In keeping with the school's efforts to ensure prompt and consistent attendance, families are encouraged to make every attempt to ensure a student's safe and timely arrival to school. Because Pond Street is the only major access road to Sharon High School, and because parking is either limited or remote, students should incorporate travel time into their daily routines. It is also a good idea to periodically align personal clocks with the school's clocks, which are frequently checked to assess their concurrence with official, [U.S Eastern-Standard Time](#).

Should school ever be canceled or delayed due to inclement weather, the school department will notify the school community via an automated phone and/or e-mail messaging system; however, every family should monitor local radio and television broadcasts for the latest news and updates.

It is Sharon High School's intent to be firmly committed to the attendance policies and procedures outlined on the following pages. At any time, should there be a question about an attendance policy or procedure, or if there is a need to communicate extenuating circumstances affecting a student's attendance, please feel free to contact the high school's main office at 781-784-1554 and request to speak with an administrator.

School Hours and Bell Schedule

The scheduled school day at Sharon High School begins promptly at 8:05 a.m. and ends at 2:40 p.m. There are five instructional blocks each day, and the order and length of each instructional block coincides with Sharon High School's six-day, six-period, rotating cycle, which is outlined below:

| Time/Day | A Day | B Day | C Day | D Day | E Day | F Day |
|--------------------|---|--------------|--------------|--------------|--------------|--------------|
| 8:05–9:00 | Per. 1 | Per. 6 | Per. 5 | Per. 4 | Per. 3 | Per. 2 |
| 9:04–9:59 | Per. 2 | Per. 1 | Per. 6 | Per. 5 | Per. 4 | Per. 3 |
| 9:59–10:44 | Eagle Block – Directed Study/Structured Learning Time | | | | | |
| 10:48–11:43 | Per. 3 | Per. 2 | Per. 1 | Per. 6 | Per. 5 | Per. 4 |
| 11:47–1:41 | Per. 4 | Per. 3 | Per. 2 | Per. 1 | Per. 6 | Per. 5 |
| 1:45–2:40 | Per. 5 | Per. 4 | Per. 3 | Per. 2 | Per. 1 | Per. 6 |

Each instructional block is fifty-five (: 55) minutes in length, except for the fourth instructional block, which is) eighty-six (: 86) minutes in length and provides for the student body's assigned lunch break as follows:

| Lunch Time | Class |
|----------------------|-------------------------|
| 11:43 – 12:11 | Juniors |
| 12:14 – 12:42 | Freshmen |
| 12:46 – 1:14 | Sophomores |
| 1:14 – 1:45 | Seniors + PE Classes |

At the conclusion of the second instructional block of the day, all students are provided with an opportunity to remain with the teacher to whom they are assigned during that block. During the ensuing forty-five (:45) minute period (see [Eagle Block Expectations](#)), the entire student body has the chance to participate in a directed study. Students are expected to use this time wisely to read independently, complete necessary school work, access (with documented prior permission) some of the school's available resources and support mechanisms, or to seek extra assistance from one of their teachers (typically, this is the teacher to whom they are assigned during that block unless prior permission has been granted to see on of their other teachers). Members of the student body can also choose to enroll in some music classes, as well as certain educational programs that have been pre-approved by the administration as acceptable structured learning time alternatives to the directed study.

Absences

When a student is absent from school or class, the absence is recorded in the main office and is classified as “*Excused*”, “*Unexcused*”, or “*Exempt*”.

An “*Excused*” absence is noted as such because the parent/guardian has contacted the main office prior to, or by 9:00 a.m. on the day of the absence, at 781-784-1554 x8888 to identify the student, grade, and the reason for the absence (not required for students serving an out-of-school suspension). Once the parent/guardian has communicated the aforementioned, the absence is considered “*Excused*”, and the student is entitled to make up any missed work. Written notes explaining a student's absence will not be accepted, and any failure to contact the main office by the conclusion of the school day on which the student is absent will result in the absence being considered “*Unexcused*”. A student whose absence is considered “*Unexcused*” will have no make-up privileges.

“*Exempt*” absences are absences that do not eliminate a student from maintaining a perfect attendance record. The nature of these absences can include, but are not limited to, the following:

- Religious holiday observances
- Pre-approved college visits (5* maximum)

- Court-ordered appearances
- Absences approved in advance by the administration

All absences, regardless of the reason or classification, are recorded in the main office and are summarized on Sharon High School's official progress reports and report cards, which are distributed to students in accordance with the dates noted on the school calendar.

*Pre-approved college visits are limited to two (2) during the junior year and three (3) during the senior year. The College Visitation Form, which can be obtained from the Guidance Department's office, must be completed and returned after a college visit for the absence to be considered an "Exempt" absence.

Students must be in school for more than half the school day to be considered present and to maintain eligibility to participate in Sharon High School's interscholastic athletic practices or competitions, co-curricular clubs or activities, or school-related evening events on that day. Any student who is late to school or who gets dismissed from school prior to fulfilling this requirement will be considered absent. 11:22 a.m. is considered the midpoint of the school day, and half the school day equates to three hours and seventeen minutes of time.

Make-Up Privileges

Upon a student's return to school or class from an "Excused" or "Exempt" absence, the student is expected to inquire about any missed work and/or assessments. The teacher will communicate what the student has missed, and then it is the student's responsibility to take advantage of the available resources, including tutorial assistance, that will expedite the transition back to the class' current curriculum.

Teachers are available to assist students after school each day until 3:00 p.m., and all make-up work must be completed within five (5) school days of a student's return to school or class unless there are extenuating circumstances which would warrant more time and that time is granted. It should be noted, however, that the five (5) day grace period for the completion of all make-up work may be shortened by the teacher if in the teacher's professional judgment there is no reasonable cause or explanation for the make-up work to take five (5) school days to complete.

On a very related note, students who may miss a mid-year or final exam due to an absence must notify the administration immediately. If the absence is deemed valid by the administration, the student will be given permission to make-up the exam and will also be provided with a reasonable timeframe within which to complete the exam. Typically, mid-year exams are made up during the first week of the second semester, and final exams are made up during the week following the close of school. No exam will be given in advance of an impending absence; however, with the

approval of the administration, extenuating circumstances may permit a student to make-up an exam outside of the aforementioned parameters.

Finally, it should be known that at the discretion of the teacher, any scheduled assessment that is missed due to an absence from school or class may be modified, and that no make-up privileges will be granted to a student whose absence is considered “*Unexcused*”. Students who exhibit a pattern of missing a particular class or scheduled assessments due to absenteeism also jeopardize their privilege to make up any missed assessments.

Excessive Absenteeism

Student absenteeism reaches a critical point, and is considered excessive at Sharon High School, when a student exceeds ten (10) total absences from class, not just school, during the school year.

In keeping with the school's obligation to impress upon students and their families that the learning experiences that occur at school are irreplaceable, the school will make every effort to notify a student, as well as parents/guardians, when five (5) total absences have accrued; however, it is the student's responsibility to keep track of their own attendance. It should also be noted that if, in the administration's opinion, a student's absenteeism becomes a chronic problem, a 51A petition may be filed with the Massachusetts Department of Children & Families, or a CRA petition (Child Requiring Assistance) may be filed with the Massachusetts Juvenile Court Department.

The above mentioned absentee provision does not seek to have students attend school when they are ill and are unable to attend.

Tardiness

When a student is late to school, the student must ring the buzzer located by the main entrance doors and then check-in at the main office prior to accessing the rest of the building. All students are expected to be in their first period class by 8:05 a.m. Otherwise, they are considered tardy to school and must acquire an admittance pass at the main office. A failure to do so may result in disciplinary consequences.

All late arrivals are considered “unexcused” unless one of the following occurs:

- A parent/guardian accompanies the student into the building and checks the student in at the main office
- A student arrives with official stationery from the appointment that caused the tardiness to school on that day

- The administration has previously determined and has on record that extenuating circumstances exist that warrant special allowances (i.e. medically documented illnesses)

In these cases, the late arrival is considered “excused” and the student will be permitted to make up any missed assignment and/or assessment.

Phone calls and/or retroactive notes will not be accepted as legitimate explanations for late arrivals, and beginning anew each term of the school year, the following consequences will be imposed for tardiness:

- The student will receive a verbal warning from an administrator following three (3) instances
- The student will be placed on social suspension for one full school week following five (5) instances; this penalty would begin on the date of the last infraction
- The student will be assigned to Saturday School and will also be placed on social suspension for the remainder of the term following eight (8) instances; these penalties would begin on the date of the last infraction

With respect to social suspension (see [Revocation of Privileges/Social Suspension](#)), students will be informed that they may not partake in any co-curricular activities and/or interscholastic athletic practices or contests during the probationary period associated with the consequence. Seniors will also not be permitted to participate in extended lunches during this time.

Tardiness reaches a critical point when a student is late to school more than five (5) times in a term. Therefore, in addition to the previously stated consequences, the fifth instance will also prompt a parent/guardian conference with an administrator and/or the School Resource Officer. At that time, the administrator and/or the School Resource Officer will discuss the seriousness of the situation and explain to the student and parent/guardian what the consequences will be if the problem persists.

At any time, mitigating factors that warrant consequences that differ from, or add to, those previously outlined may be used. Typically reserved for situations in which it is evident that the student does not partake in school-related activities, or in which the student has exhibited a pattern of missing a particular class or scheduled assessments, the disciplinary options include but are not limited to:

- Forfeiture of make-up privileges
- Assignment of office detention(s)
- Loss of parking or senior privileges
- Lunch detention
- Community service
- In-school suspension

- Saturday School
- Out-of-school suspension

The administration may also consider filing a 51A report with the Massachusetts Department of Children & Families, or filing a CRA petition (Child Requiring Assistance) with the Massachusetts Juvenile Court Department.

Throughout the school day, students are also expected to arrive to all of their assigned classes on time. Passing time is brief, so students who anticipate being legitimately late to class for any reason should request a pass from a teacher or the main office. In this way, there is a record of accountability. Any student who exhibits a pattern of being late to a particular class risks being subject to disciplinary measures.

Students who miss more than half of a class will be recorded as absent during that period. Further, students whose tardiness causes them to miss more than half of the school day will be considered absent and are, therefore, ineligible to participate in Sharon High School's interscholastic athletic practices or competitions, co-curricular clubs or activities, or school-related evening events on that day. 11:22 a.m. is considered the midpoint of the school day, and half the school day equates to three hours and seventeen minutes of time.

Dismissals

Parents/guardians who wish to dismiss their student from school are expected to do so at times that can avoid disruptions to the learning process. This means that dismissals should only occur between classes, during Eagle Block, or during the student's lunch (see [School Hours and Bell Schedule](#)).

In all cases, regardless of the time, the following expectations and procedures will be in effect:

- Prior to the start of the school day, students must inform the main office of the necessary dismissal time and associated reason(s)
- As early as possible during the school day, parents/guardians must contact the school to inform the main office of the necessary dismissal time, as well as the associated reason(s)
- Once the dismissal has been verified and approved by the main office, a dismissal slip will be provided to the appropriate student
- If the dismissal is scheduled to occur during class time, during Eagle Block, or during the 2nd, 3rd, or 4th lunches, the student must present the dismissal slip to the teacher at the beginning of the departing period

- If the dismissal is scheduled to occur between classes or during the 1st lunch, the student may present the dismissal slip to the main office
- At the time of the dismissal, students are expected to avoid disrupting the learning process for others and to check out at the main office in order to be officially dismissed

Classes will not be interrupted to dismiss a student (i.e. walk-ins) unless an administrator, in speaking directly with the parent/guardian, has determined that a dire emergency exists that necessitates an immediate dismissal.

In the interest of the safety of all students, no student will be released to an individual who is not listed in the school's records as a contact person, unless the parent/guardian has specified alternate arrangements.

More than five (5) dismissals in a semester is considered excessive. When a student has been dismissed from school five (5) times, or has exhibited a pattern of missing a particular class or scheduled assessments due to dismissal, the opportunity to make up any missed work and/or assessments is jeopardized. Further, the student will be required to meet with an administrator to discuss the problem. The administrator will explain to the student what the consequences will be if the problem persists, and the administrator will also contact the parents/guardians to inform them of the school's concern.

Students should also be aware that they must be in school for more than half the school day to be considered present and to maintain eligibility to participate in Sharon High School's interscholastic athletic practices or competitions, co-curricular clubs or activities, or school-related evening events on that day. Any student who gets dismissed from school prior to fulfilling this requirement will be considered absent. 11:22 a.m. is considered the midpoint of the school day, and half the school day equates to three hours and seventeen minutes of time.

Sharon High School students who are eighteen (18) years of age or older may not dismiss themselves from school unless the administration has verified that the student no longer lives with parent(s)/guardian(s).

Individual or Family Travel

Student absences caused by individual or family travel, at times other than the days or weeks identified in the school calendar, as extended breaks from school are strongly discouraged.

Therefore, parents/guardians who remove students from school for individual or family travel at inopportune times need to be aware that teachers are not obligated to provide school work in advance of these

planned absences. Upon a student's return to school from a planned absence, the student will be expected to participate fully in all class activities, including scheduled assessments.

All missed work and/or assessments created by the absence must be completed within five (5) school days, and as with any absence, it is incumbent upon the student to approach teachers to inquire about what has been missed, and to also take advantage of the available resources that will expedite the transition back to the class' current curriculum.

Class Cuts and/or Truancy

All students at Sharon High School are expected to attend the classes that they have been scheduled into, and for which they are accountable.

Utilizing progressive discipline, the administration will address class cuts in the following manner:

| | |
|----------------------|--|
| First offense: | Three (3) office detentions |
| Second offense: | Saturday School <u>and/or</u> social suspension |
| Subsequent offenses: | Between one (1) and three (3) days in <u>or</u> out-of-school suspension |

Similarly, the administration will address truancy-related issues in the following manner:

| | |
|----------------------|--|
| First offense: | One (1) day in-school suspension |
| Subsequent offenses: | Between one (1) and three (3) days in <u>or</u> out-of school suspension |

Upperclassmen that drive to school also jeopardize parking and/or senior privileges. Furthermore, when it has become evident that a student has cut class or left the school building and grounds without permission, the administration will notify the student's parents/guardians as soon as possible about the situation. If progressive discipline fails to resolve a recurring problem, and the student's refusal to attend school is evidently chronic, the administration may file a 51A report with the Massachusetts Department of Children & Families or a CRA petition (Child Requiring Assistance) with the Massachusetts Juvenile Court Department.

Special Events

Periodically, Sharon High School has an interscholastic athletic team or co-curricular club that is granted, or that has earned, the opportunity to participate in a special event that generates a lot of Eagle Pride and student interest. In practically every case, the scheduling of these events is not done by Sharon High School, and they are often scheduled during the school day.

In order to satisfy several needs, including the school's attendance requirements, and those created by the genuine interest of students to support their friends and show school spirit at such an event, Sharon High School has committed itself to creating a safe and legitimate manner by which a limited number of students, who are not a part of the participating team or club, can attend the event without compromising the school's rules and expectations, or their own personal safety.

Should this situation arise, timely efforts will be made to coordinate and schedule bus transportation to and from the event at a minimal cost to interested students. Since seating is limited on a bus, a lottery will be conducted if student interest exceeds the number of seats available on the bus. Those who are not successful in the lottery are expected to be in school during the event. It should be understood that school rules and expectations apply at all special events.

Residency Requirements **([JF](#), [JFA](#))**

In order to attend Sharon High School, a student must legally reside in the Town of Sharon with at least one parent or legal guardian, or be accepted as a student through the METCO Program.

New students who wish to enroll at Sharon High School must, upon registration, be able to provide proof of residency, and all students are expected to keep the school informed about any change in residency.

Students suspected of not residing in the Town of Sharon will be required to submit additional proof of residency; those who cannot, or those found not residing in the Town of Sharon will receive written notice that they may not remain at Sharon High School.

Homeless Students ([JFABD](#))

If a student is homeless, or becomes homeless during the school year, the student is encouraged to inform a member of the administration. To the extent feasible, a homeless student may remain enrolled at Sharon High School while they remain homeless, or until the end of the academic year in which they obtain permanent housing. At any time, however, the parent(s)/guardian(s) of the homeless student may request to transfer to another school where the student is actually residing.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

- Sharing the housing of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Being abandoned in hospitals
- Awaiting foster care placement
- Living in public or private places not designed for, or ordinarily used as, regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
- Migratory children living in conditions described in the previous examples

To the extent practical, and as required by law, Sharon High School 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, and all homeless students will be provided services for which they are eligible, including Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Student Behavior

Foreword

All students are expected to meet reasonable expectations for their behavior while enrolled at Sharon High School. Each individual is responsible for their conduct in school, on school property, at all school-related activities or events off school property, or on school-provided transportation. Any failure to comply with the school's standards or expectations for behavior listed on the following pages will subject a student to possible disciplinary consequences, which can include:

- Revocation of Privileges/Social Suspension
- Teacher Detention
- Office Detention
- Saturday School
- In-School Suspension
- Short-Term Out-of-School Suspension
- Long-Term Out-of-School Suspension

In all cases, a student will receive notice of, and have the opportunity to respond to allegations or charges (except in cases of extreme emergency) prior to the imposition of discipline (see [Due Process and Appeals](#)). School property is inclusive of all buildings and grounds, modes of transportation, and land used by the school on a regular basis such as the Ames Street fields, parking areas adjacent to the school, and beach area.

The Principal and the student's designee retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that, in the Principal's judgment, should be considered, and to employ penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question).

Due Process and Appeals

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 (except in cases of extreme emergency).

For a student facing an in-school or out-of school suspension, this means that the student and the student's parent/guardian will receive verbal and written notification of the charge(s), as well as an explanation of the evidence against them, and that the student will be given the opportunity to present their side of the story.

Following any investigation, if it is determined that a suspension is warranted, the student and the student's guardian will subsequently receive written and verbal notification of the decision and the reason for it.

A student who is suspended has the right to appeal that suspension at a hearing with the Principal and the student's parent(s)/guardian(s), unless the student is eighteen (18) years of age and elects not to have their parent(s)/guardian(s) present. The appeal must be requested, either verbally or in writing, within one (1) school day of the notice of suspension, and the appeal hearing must be held within two (2) school days following the notice of suspension. While in appeal, the student will remain in class/school unless the Principal determines that the student's continued presence poses a danger to others, or that the student's continued presence poses a threat of disruption to the teaching and learning environment at Sharon High School.

In all cases, the student and parent(s)/guardian(s) may appeal the decision of the Principal to the Superintendent of Schools by notifying them verbally, or in writing, no later than ten (10) calendar days following the effective date of the suspension (this notification must be written, and completed within five (5) calendar days, if the nature of the offense is related to [M.G.L., Chapter 71, Section 37H½](#); see [Conduct Outside of School](#)). The Superintendent shall conduct a hearing within three (3) school days of any appeal notification, and the student will render a decision within five (5) calendar days following any hearing. The Superintendent's decision will be the final decision of the town.

Revocation of Privileges/Social Suspension

Parking on school grounds, using school-provided transportation, eating lunch in the cafeteria with friends, and participation in, or attendance at, co-curricular activities or interscholastic athletic events are privileges, not qualified rights. They are granted to each student for fulfilling academic, attendance, and social/civic expectations.

A student whose conduct violates the school's expectations risks losing the aforementioned privileges, as well as any privileges granted not listed herein (i.e., senior, etc.). It should also be noted that any costs associated with the acquisition of privileges that may have been granted, and that are subsequently revoked, are not refundable.

Teacher Detention

Students may be assigned a teacher detention for behavior deemed unacceptable, or contrary to the reasonable expectations for conduct at Sharon High School. While teacher detentions are typically associated with work or conduct in the classroom that is unsatisfactory, it should be clear to all students that any member of the faculty or staff has the authority to correct misconduct at any time, anywhere in the building or on school grounds.

Teacher detention is to be served for a period of time after school that is designated by the teacher. It may not exceed one hour in length, and students may be required to complete general maintenance activities during the detention. Students are expected to serve the detention on the day that it is assigned (which may be on a day other than the day on which the infraction occurred), and any failure to report to a teacher's assigned detention will result in a minimum assignment of two (2) office detentions. It should also be noted that teacher detention takes precedence over all other in-school and out-of-school commitments, including office detention, work, and participation in co-curricular clubs and activities, or interscholastic athletics.

Office Detention

Upon receipt of a written discipline referral from a member of the faculty or staff, an administrator will meet with the student to discuss the circumstances of the alleged behavior. If the administrator concludes that the alleged behavior violated school rules, or that the behavior was contrary to the reasonable expectations for conduct that Sharon High School has of its students, the administrator may assign office detention(s) to the student in question.

Once office detention has been assigned by an administrator, the expectation of the student is that the student will attend the assigned office detention(s) on the agreed upon date(s). Office detention is held every day immediately after school (except on Fridays) from 2:45 p.m. until 3:30 p.m. Students should be cognizant of the fact that they may be required to complete a written reflection about the conduct that led to the assignment of office detention. They may also be required to complete general maintenance activities in and around the school complex.

Any disruption to, or failure to report to, the assigned office detention(s) may result in an assignment to Saturday School or in-school or out-of-school suspension. It should also be noted that office detention takes precedence over all other in-school and out-of-school commitments, including work, and participation in co-curricular clubs and activities, or interscholastic athletics.

Saturday School

Saturday school was created as an alternative to in-school suspension. While it is not intended for use in more severe or disruptive student behaviors, it can be an opportunity to enforce consequences while still affording students a chance to learn skills and coping strategies while minimizing academic disruption. It will generally be used to address repetitive infractions of Category I and Category II offenses, as well as plagiarism and habitual tardiness.

Saturday School is a program that runs from 8:00 a.m. to 12:00 p.m. every other Saturday from October through May. It will not meet on long weekends or weekends that are part of scheduled school breaks. Students will be supervised by building administration and are expected to come prepared with schoolwork to complete in silence. Students should also be cognizant of the fact that they may also be required to complete general maintenance activities in and around the school complex.

Any disruption to, or failure to report to, the assigned Saturday School(s) may result in an in-school or out-of-school suspension. It should also be noted that Saturday school takes precedence over all other in-school and out-of-school commitments, including work, and participation in co-curricular clubs and activities, or interscholastic athletics.

In-School Suspension

In the spirit of progressive discipline, in-school suspension is an option that may be used by the administration to discipline students who have violated rules. It is not designed to be used in all situations. In-school suspension is most frequently used to address infractions of a less serious nature that have begun to become repetitive (see [Summary of Conduct Code and Consequences for Infractions, Category I, Category II, and Category III](#)).

In-school suspension is an all-day program in which students are sequestered from the rest of the student body and required to complete schoolwork in silence. It is a student's responsibility to come prepared with pertinent schoolwork. If possible students should see their teachers prior to the day on which in-school suspension is served.

During the course of the day, students assigned to in-school suspension will also be expected to reflect on their behavior by developing a plan of action that helps ensure that they will make good decisions about their behavior in the future. Students should also be cognizant of the fact that they may also be required to complete general maintenance activities in and around the school complex.

An assignment to in-school suspension cannot exceed one (1) school day in length per incident. In-school suspension may be used, at the discretion of the administration, to help a student who has been suspended out-of-school make the transition back into the normal routine.

A student who is assigned to in-school suspension may not attend, or participate in, any school-related events or activities on the day that the student is assigned to in-school suspension; this includes any activity that occurs off of school property.

Short-Term Out-of-School Suspension

(JKD)

Students whose behavior compromises the learning environment of the school may be suspended out-of-school for a period of time determined appropriate by the Principal or the student's designee. Out-of-school suspension is intended to address the most serious of offenses, as well as the behavior of students who continually disregard the school's rules and expectations (see [Summary of Conduct Code and Consequences for Infractions](#)).

A student who is suspended from school is not permitted on school grounds at any time during the period of the suspension, nor may the student attend, or participate in, any school-related events or activities through the duration of the suspension, including those off of school property.

Prior to a student's return to school from an out-of-school suspension, a parent/guardian conference with the administrator and the student is required. Once the student has returned to school, it is the student's responsibility to approach, and work cooperatively with, their teachers to make-up any missed assignments and/or assessments. A reasonable time limit to complete any make-up work and/or assessments will be determined by the classroom teacher, and a specific date for the submission of any make-up work, as well as for the completion of any missed assessments, will be communicated to the student involved. Students with concerns about the time they are provided should see an administrator.

Expulsion

Long-Term Out-of-School Suspension

(JKD)

In accordance with what is implied and/or communicated in [Chapter 71, Section 37H](#), [37H½](#), and [37H¾](#) of the Massachusetts General Laws, the Principal may initiate long-term suspension proceedings against a student who has acted in such a manner that the student's removal from school is necessary to protect the physical safety of others, or in order to prevent substantial interference with the right of others to pursue an education. The law specifically states the following:

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

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

Should either of the aforementioned occur, or should any other behavior occur, that jeopardizes the physical safety of others, and/or interferes with a student’s opportunity to pursue an education, the Principal reserves the right to take action in accordance with the law.

In the event that a student is suspended for a lengthy period of time, an educational service plan will be created for the student.

Disciplining Students Educated on an IEP

The faculty and staff at Sharon High School recognize and appreciate the unique needs of students with disabilities and are committed to identifying children at risk and providing quality programs, services, and procedural safeguards that are consistent with state and federal requirements. That being said, while all students are expected to meet the requirements as set forth in this handbook, Massachusetts General Laws require that additional provisions be made for students who have been found by an Evaluation Team to have special needs and whose program is described in an Individualized Educational Program (IEP).

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

1. In accordance with regulations, when it is known that the suspension(s) of a special needs student will accumulate, individually or cumulatively, to greater than ten (10) days in any given school year, the student’s special education TEAM will convene a manifestation meeting to determine whether the student’s disciplinary behavior is a manifestation of the student’s disability.
2. It should be known that parent(s)/guardian(s) of a student educated on an IEP are considered part of the TEAM, which almost always includes the student’s liaison to the general education curriculum, a representative from the Guidance Department, an administrator, and a member of the school’s clinical staff. Together, they will consciously operate with the best interests of the student in mind, and do everything reasonably possible to discuss and agree upon a plan that will ensure that the student’s educational needs are being met in the least restrictive environment.

3. At the time of the manifestation meeting, the TEAM will review the IEP to also determine the appropriateness of the students program or placement.
4. The TEAM will also determine whether it is necessary to conduct a functional behavioral assessment (FBA), and whether it is necessary to develop or alter a behavioral intervention plan (BIP)
5. If the behavior leading to the imposition of disciplinary measures is determined not to be a manifestation of the student's disability, the student may be suspended for more than ten (10) cumulative school days. Additionally, prior to the accrual of ten (10) school days of suspension in any given school year, a student on an IEP may be suspended from school in accordance with the same guidelines and consequences that are applied to students without an identified learning disability, and not educated on an IEP.
6. If a special education student commits an offense that causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.
7. 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 refused an evaluation of the child or IDEA services.
8. There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include:
 - Carrying or possession a weapon
 - Knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance
 - Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

Should an individual ever have a question or concern about the discipline

or education of a student on an IEP, or the nature of the consequential provisions to which a student may be granted who is not yet eligible to be educated on an IEP, the student is encouraged to contact the high school at 781-784-1554 x8015 and request to speak with the Special Education Administrator, who will answer pertinent questions or direct the individual to someone who can.

Disciplining Students Educated on a 504 Plan

School personnel may not suspend a student on a 504 plan for more than ten consecutive days without a manifestation determination. Procedural protections for students with a 504 plan are the same as those afforded to special education students.

Conduct Outside of School

While a student is enrolled at Sharon High School, the student is considered a representative, as well as an ambassador of the school at all times. This implies that when a student is not at school, not attending or participating in a school-related activity or event, or not on school-provided transportation, that the student is still expected to conduct himself in accordance with the civic, social, and behavioral expectations that Sharon High School has of its students. That being said, students should remain cognizant of the fact that the school's ability to impose discipline extends beyond the walls and grounds of the school, and that the school has an obligation to not only consider taking action against a student whose conduct is of concern, but to report certain behavior(s) to the appropriate authorities in the interest of public safety.

This scope of school authority is predominantly used to address off-campus cases that infringe on the rights of others at school, or that materially or substantially disrupt the education process or orderly operation of the school, such as incidents related to bullying, harassment and/or discrimination, violence, drugs, or alcohol; therefore, so that there are no misunderstandings about the school's decision to investigate and/or act against a student whose behavior raises serious questions about the effect that that student's continued presence might have on others, [Chapter 71, Section 37H½](#) of the Massachusetts General Laws has been cited as follows:

“Upon the issuance of a criminal complaint or indictment charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, the Principal may suspend the student for a period of time determined appropriate by said principal, if the student determines that the student's continued presence would have a substantial detrimental effect on the general welfare of the school.....conviction of a felony, or adjudication or admission of guilt to a complaint or indictment alleging a felony, or upon a felony delinquency finding, the

Principal may expel a student when it is determined that the student's continued presence would have a substantial detrimental effect on the general welfare of the school."

When a Sharon High School student is not in school, or is not attending or participating in a school-related activity or event, or is not on school-provided transportation, the student is still expected to:

- Refrain from conduct that violates the rights of others
- Refrain from behavior that is in violation of state and federal laws
- Refrain from activities that would jeopardize the safety, eligibility, or well-being of others

Failure to abide by these expectations may subject a student to any applicable aspect of Sharon High School's discipline code, which has been adopted by the School Committee, and which is written in accordance with all state and federal laws. In all cases where discipline is considered, a student will be granted the student's right to due process and appeals.

In the event that the school administration becomes aware of a behavioral incident outside of school that does not specifically fall under [Chapter 71, Section 37H½](#), students and families should know the school administration may address the issue, if in the judgment of the school administration, the alleged or substantiated action(s) has the potential to infringe on the rights of others at school, or materially or substantially disrupt the education process or orderly operation of the school. For alcohol and drug related cases, student-athletes will be held accountable in accordance with MIAA regulations and are subject to losing playing time, as well as captaincy positions. All involved will also be required to participate in related educational programming/counseling during the school day. For cases involving violence, bullying/cyber-bullying, or harassment of any kind, related educational programming/counseling may be used as well.

Though none of the aforementioned information is intended to impose upon the private lives of students, it is important information that necessitates awareness, and that should be used to reinforce the need for all students to make responsible decisions, model appropriate behavior, and ensure that their school is recognized as an institution where character is of the utmost importance.

Disclosure of Disciplinary Records to Colleges/Universities

Sharon High School believes in maintaining confidentiality in matters of student discipline. Our goal is to help students learn from mistakes, most of which are minor violations of school rules; therefore, we consider most disciplinary infractions an internal matter among students, their parents, and the institution.

To that end, we tell students to respond honestly to any question regarding their disciplinary history on a college application, and counselors and administrators will honestly answer such questions when asked directly by a college admissions office. Counselors provide opportunities to discuss student responses within the counseling relationship, and, when asked, place the violation in the context of a student's overall record.

Sharon High School reserves the right to disclose disciplinary records. While we do not automatically send disciplinary records to post-secondary institutions, we are committed to collaborating with our college counterparts to promote and preserve the safety and integrity of the institution. Prior to the disclosure of information, parents and students will be informed of the school's intentions to disclose records.

Conduct Code and Consequences for Infractions

Category I

A student who fails to abide by the school-wide, classroom, or Eagle Block expectations listed below will generally be warned on a first offense unless more specific expectations are applicable. A second or third offense of these expectations may result in the loss of any privileges, social suspension, the assignment of teacher or office detention(s), Saturday School, or in-school suspension. Subsequent, repeated, and/or deliberate violations of any of the expectations listed below may result in a decision to suspend the student from school for a period of time lasting between one (1) and three (3) school days.

A. School-wide Expectations

1. Arriving to school on time (see [Tardiness](#))
2. Demonstrating honesty and integrity (see [Cheating and/or Plagiarism](#))
3. Complying with all classroom and [Eagle Block expectations](#)
4. Using the "Student Safety/Accountability Binders" to sign-in and out of class
5. Refraining from wandering the halls
6. Passing from one class to another in an orderly and efficient fashion
7. Refraining from engaging in overt public displays of affection
8. Dressing appropriately (see [Dress and Apparel](#))
9. Refraining from the use of profanity
10. Cleaning up after oneself
11. Adhering to all school rules and/or guidelines with respect to the management and maintenance of the facility and its related grounds
12. Complying with all school rules and/or adopted guidelines with respect to the participation in interscholastic athletics, co-curricular clubs and activities, school-related functions and events, and school-provided transportation
13. Observing the "Moment of Silence"
14. Respecting the rights of students who wish to recite or abstain from the [Pledge of Allegiance](#) (see [West Virginia v. Barnette, 319 U.S. 624 \(1943\)](#))

B. Classroom Expectations

1. Arriving to class on time (see [Tardiness](#))
2. Placing cell phones in the phone park trays or securing them in a backpack at the start of class (see [Cell Phones](#))
3. Participating in class discussions

4. Completing assigned tasks
5. Bringing the appropriate and necessary materials to class
6. Remaining attentive for the entire period
7. Refraining from behavior that disrupts the teaching and/or learning environment
8. Passing in assigned work on time
9. Making up missed work in a reasonable timeframe
10. Adhering to any rules and/or guidelines specific to a particular class/laboratory

C. Eagle Block Expectations

1. Adhering to established classroom procedures
2. Studying, reading, or working quietly
3. Attending to pre-scheduled appointments with the necessary Eagle Block Pass
4. Refraining from sleeping

Category II

A student who commits an infraction from the list below will be referred to the office, and the student will likely be suspended from school for a period of time lasting between one (1) and three (3) school days. Depending on the infraction, and at the discretion of the administration, in-school suspension or Saturday School may be substituted or incorporated into the resulting discipline. The student may also be subject to losing any privileges, as well as social suspension.

1. Disruptive, insolent, rude, and/or discourteous behavior
2. Using smoking-related products on school grounds (see [Smoking and Smokeless Tobacco](#))
3. Truancy and/or leaving the school building and grounds without permission (see [Class Cuts and/or Truancy](#))
4. Forging, falsifying, or otherwise altering any school-related document or record
5. Directing intimidating, threatening, vulgar, and/or abusive language or gestures at another student (see [Harassment and/or Discrimination](#), [Bullying and Cyber-Bullying](#))
6. Repeatedly cutting class (see [Class Cuts and/or Truancy](#))
7. Refusing to identify oneself upon request
8. Misbehaving at a co-curricular activity or event, on a field trip, or at an interscholastic athletic contest
9. Misbehaving on school-provided transportation
10. Lying to a member of the faculty or staff, or defying the authority of a member of the faculty or staff through willful non-compliance or insubordination

11. Enabling unapproved access to the school building to non-school personnel, or to students who do not attend Sharon High School
12. Repeated and/or deliberate violations of Category I expectations

Category III

A student who commits an infraction from the list below will be suspended from school for a period of time lasting up to five (5) school days. Depending on the nature and severity of the conduct in question, a referral to the police department may also be made. Depending on the infraction, and at the discretion of the administration, in-school suspension or Saturday School may be incorporated into the resulting discipline. The student will also be subject to losing any privileges, as well as social suspension.

1. Fighting (see [Fighting](#))
2. Stealing, or being found to be in possession of stolen personal or school property
3. Participating in the practice of hazing (see [Hazing](#))
4. Engaging in extortion, coercion, or other manipulative-like behavior
5. Gambling, or partaking in a game of chance for stakes
6. Vandalizing and/or destroying school property (see [Vandalism](#))
7. Directing intimidating, threatening, vulgar and/or abusive language or gestures at a member of the faculty or staff
8. Trespassing on school property when the school is closed, or when no events/activities are being hosted on school grounds
9. Repeated and/or extreme offenses of Category II conduct violations

Category IV

A student who engages in any of the behaviors listed below will be suspended from school for a period of time lasting no less than ten (10) school days. The student may also be subject to an expulsion hearing (see [Long-Term Suspension](#)), and an immediate referral to the police department will be made which may result in court appearances and further court-ordered discipline. In-school suspension and Saturday School are not options for the behaviors listed below. The student will also be subject to losing any privileges, as well as social suspension.

1. Using, possessing, distributing, or selling controlled or banned substances, or items purported to be controlled or banned substances, including but not limited to: illicit or prescription drugs, alcohol, dangerous weapons, and

pyrotechnics (see [Substance Abuse](#) and [Long-Term Suspension](#))

2. Arson, or starting a fire
3. Assaulting or threatening serious bodily harm to, a member of the faculty or staff, or any other adult person authorized to be on school property (see [Long-Term Suspension](#))
4. Any assault or threat of violence that disrupts the operation of the school and/or requires the intervention of the police or other law enforcement
5. Repeated and/or extreme offenses of Category III conduct violations

Summary

As noted earlier, all of the aforementioned consequences are guidelines to which students are subject if their behavior compromises the learning environment at Sharon High School.

The Principal and the student's designee retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that, in the student's judgment, should be considered, and to employ penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question).

Appeals to any decision may be made in accordance with the appeals process (see [Due Process and Appeals](#)).

Related Conduct Code Information, Policies, Regulations, and Laws

Smoking, Vaping, and Tobacco

[\(ADC\)](#)

The use of any nicotine or tobacco product is prohibited on school grounds and vehicles, as well as at all school-sponsored events. Students should not possess any nicotine or tobacco products, including juul pods, e-cigarettes, or variations thereof. Students found to be in possession of nicotine or tobacco product will have the product confiscated and turned over to a parent/guardian.

Additionally, any student found to be vaping or smoking, using a nicotine or smokeless tobacco product, or to be selling or distributing nicotine or tobacco products will be subject to the following disciplinary consequences:

- 1st offense:* Three (3) day out-of-school suspension
- 2nd offense:* Five (5) day out-of-school suspension
- 3rd offense:* Five (5) day out-of-school suspension and mandatory enrollment in a smoking cessation program

Tobacco and nicotine products include, but are not limited to: cigarettes, e-cigarettes, juul pods, smokeless tobacco, cigars, cigarillos, pipes, hookahs, bidis, and kreteks.

Students who are willing to participate in, and complete, a smoking cessation program upon a first or second offense finding may have their suspensions reduced by one (1) school day. In light of the fact that some individuals may have difficulty refraining from smoking, the school will work with local health organizations to provide referrals for students and staff to smoking cessation programs, and to offer such programs on-site as need and interest dictate.

Cell Phones

Cell phones can both enrich and disrupt the learning environment. Used in a responsible fashion, they can complement learning, so teachers have the discretion to allow students to take advantage of this kind of technology in the classroom when it makes sense. Students and their families should also remain mindful of the school's concerns about cheating (see [Cheating and Plagiarism](#)) and the practice of storing cell phones such as the case is during all national standardized assessments.

Between classes and in the cafeteria during lunch, students may check their cell phones. However, at all times during class unless permission is granted by the teacher, cell phones must be stored in the phone park trays located in each classroom or secured in backpacks, including during trips to

the restroom/water fountain. During Eagle Block, students may check their cell phones in the classroom, but during trips to the restroom/water fountain cell phones must be stored or remain in the phone park trays. At the conclusion of class or when the teacher permits, cell phones can be retrieved. Taking someone else's cell phone will initially be treated as theft by the administration. It should also be understood that cell phones should never be used to record or take photographs at any time without explicit permission.

Students found using a cell phone irresponsibly will be subject to the following consequences:

- 1st offense:* Cell phone is confiscated, turned into the main office, and returned to the student at the end of the school day
- 2nd offense:* Cell phone is confiscated and parent/guardian is required to retrieve it

Any subsequent offenses or non-sanctioned use of a cell phone by a student will be subject to additional disciplinary measures, including but not limited to, suspension.

The school is not responsible for lost or stolen property. Students who find items of value, such as a cell phone, should bring it to the office.

Fighting

It should be clear to all students that violence in any form will not be tolerated in school or on school grounds. Sharon High School has a number of resources to help students alleviate conflict or mediate differences (including the School Adjustment Counselor and the administration), so fighting should never be considered as an option. Therefore, students who are found to be guilty of fighting will be subject to the following disciplinary consequences:

- 1st offense:* Five (5) days out-of-school suspension
- 2nd offense:* Ten (10) days out-of-school suspension
- 3rd offense:* Ten (10) days out-of-school suspension and a mandatory expulsion hearing

Although in the majority of instances of fighting, both parties are equally at fault, upon the conclusion of any investigation into fighting, if an aggressor can be determined, then that student shall be subject to more severe consequences than the non-aggressor.

As always, the Principal reserves the right to penalize any act(s) of violence with more extreme penalties that are commensurate with the act(s) of violence committed by the student(s). Additionally, any aggressive action

that results in an injury that requires medical or hospital treatment will be referred to the local police department.

Hazing **(JICFA)**

Hazing is the practice of requiring new members of a team, club, or other organization to perform embarrassing or dangerous acts as a part of their introduction to the group. Hazing in all forms is completely illegal, and any student found to be imposing hazing requirements on other students will be suspended from school for five (5) school days, and permanently suspended from the team, club, or organization. Additionally, the behavior will be reported to the local police department.

In accordance with the requirements of the [Massachusetts General Laws, Chapter 269, Sections 17, 18, and 19](#) have been cited below. To further comply with the law, these sections are also distributed to each advisor and/or coach of all clubs and athletic teams at Sharon High School.

“Section 17 – Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars, or by imprisonment in a house of correction for not more than one-hundred days, or both such fine and imprisonment. The term “hazing” as used in this section, and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical and mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of food, liquor, beverage, drugs, 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 to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18 – Whoever knows that another person is the victim of hazing as defined in Section 17, and is at the scene of such a crime, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars (\$500).

Section 19 – Each secondary school and public and private school or college shall issue to every group or organization under its authority or operation on or in conjunction with its campus or school, and to every member, plebe, pledges or applicant for membership in such group or organization, a copy of this section and Sections 17 and 18. An officer of each such group or organization, and each individual receiving a copy of said Sections 17 and 18, shall sign an acknowledgement stating that such group, organization, or individual has received a copy of such said Sections 17 and 18. Each secondary school and each public and private school or college shall also file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of

Education, certifying that such institution has complied with the provisions of this section, and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents, and in the case of secondary schools, 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 that fails to make such report.”

Vandalism

([ECAC](#))

Any student or individual who damages, either intentionally or unintentionally, any property belonging to the school, property used by the school, or any property belonging to a school employee or member of the School Committee, will be held monetarily responsible for the repair or replacement of the damages. Additionally and when appropriate, disciplinary consequences will be imposed, and complaints will be brought to the attention of the courts, on those who have maliciously damaged such property.

Dress and Apparel

([JICA](#))

In order to ensure that the educational atmosphere at Sharon High School is as conducive to learning as possible, dress and apparel appropriate for a school setting are required at all times. This means that clothing or accessories that may present a health or safety problem are prohibited. This being said, students are encouraged to take pride in their personal appearance so that it reflects the qualities of appropriate dress and good grooming. Students are expected to be neat and clean in appearance

The following list constitutes a sampling of items that the administration may consider inappropriate for a school setting, or potentially compromising to the health, safety, and well-being of others:

- Chains, bandanas, metal spikes (including but not limited to: wrist/neck bands)
- Clothing that depicts lewd, obscene, derogatory, degrading, sexual, violent, homophobic, or racist remarks, gestures, or activities
- Clothing that promotes alcohol, tobacco, or drug use/paraphernalia
- Visible undergarments or underwear, or clothing that is see-through in nature
- Any other item not listed herein which could be perceived as something that could pose a health risk to the individual, or endanger the safety or welfare of the individual or others in the building

In the interest of being able to easily identify students and maintain a safe environment, hoods, hats, and other items that get in the way of being able to identify students (i.e. sunglasses) may not be worn in the building during the school day. Hoods will be required to be removed and hats may be confiscated. Legitimate religious and cultural articles are the only exception (e.g. hijab, head-wraps).

Any student whose dress is deemed potentially problematic or in violation of the dress and apparel guidelines as determined by a school administrator or other school official will be required to change into something appropriate. An administrator (or designated school official) of the same sex speak will speak with the student in a private setting so that the student is not embarrassed.

Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress policy shall be consistent with the Sharon Public Schools equity policies on race, gender, religion, and sexual orientation.

Substance Abuse

(ADB)

Sharon High School is committed to providing and maintaining a learning environment that is drug and alcohol free. In accordance with local, state, and federal laws, a student may not use, be under the influence of, possess, distribute, or sell, a controlled or banned substance on school property, or at a school-related function/event off of school property.

If a student or member of the faculty or staff suspects that a student is in possession of a controlled or banned substance, or suspects that a student is using or under the influence of a controlled or banned substance, or suspects that a student is distributing or selling a controlled or banned substance, then that student should be reported to the administration, at which point the student will be questioned by the administration as to the cause for the suspicion.

If the student's explanation satisfies the administration, then the matter will be closed, and the student will be free to continue the student's day without fear of penalty; however, a parent/guardian will be notified as to the nature of the administration's inquiry. If, on the other hand, the student's explanation does not satisfy the administration, and there is cause or reason to believe that the student is not being forthcoming, then the student will be subject to a search of the student's person, as well as a search of all items under the student's immediate control, including the student's bag(s), locker, and vehicle parked in the student-designated parking areas.

All searches of a student's person will be conducted by an administrator (or designated school official), and within the presence of a third party school official. If a controlled or banned substance is found, then that substance will be confiscated, placed into a container or envelope, retained by the Principal, and then turned over to the Sharon Police Department at the earliest convenience. If no controlled or banned substance is found, the matter may or may not be closed depending on the nature of the circumstances involved in the inquiry. The decision to continue any investigation is at the discretion of the administration; regardless, a parent/guardian will be notified as to the reason for the inquiry, and the reason for any continued investigative scrutiny.

At any time, should a student exhibit uncooperative or unresponsive behavior that would indicate to a neutral observer that the student is either not being forthcoming about plausible evidence, or that the student is likely under the influence of a controlled or banned substance, the matter will be immediately turned over to the Sharon Police Department. The school administration will contact the student's parent(s)/guardian(s) at this time, and if they cannot be reached so that the student can be taken home, or if they are unwilling to take the student home, then the student will be placed into the protective custody of the Sharon Police Department. At a future date, the student, in the presence of the student's parents, will have to explain the student's exhibited behavior to the school administration, and in all likelihood, disciplinary consequences that are in the interest and spirit of the school's rules and mission will be imposed.

Once a student is considered guilty of violating the school's substance abuse policy because the student was found to be in possession of a controlled or banned substance, or because the student was found to be using or under the influence of a controlled or banned substance, or because the student was found to have distributed or sold a controlled or banned substance, then the student's parents/guardians will be notified, the Superintendent of Schools will be notified, and the Sharon Police Department will also be notified.

Pending any additional hearings, the student will be suspended from school for ten (10) days and subject to a mandatory expulsion hearing.

It should be known that [Chapter 71, Section 37H of the Massachusetts General Laws](#), specifically states the following:

“Any student, who is found on school premises, or at school-sponsored or school-related events, including athletic games, in possession of.....a controlled substance as defined in Chapter 94C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.”

In the interest of ensuring that the learning environment at Sharon High School is drug and alcohol-free, the administration may work cooperatively with the Sharon Police Department, and other law enforcement agencies, to conduct a comprehensive search of the school building and grounds. Drug-detection dogs may be used to indicate reasonable suspicion of the evidence of a controlled or banned substance in lockers, bags, and vehicles parked in the student-designated parking areas. Upon the discovery of a controlled or banned substance that has resulted from the in-depth and reasonable search of a suspected item, the individual who owns that item will be subject to the aforementioned consequences that are associated with the possession of a controlled or banned substance.

In keeping with the school's belief that it has a responsibility to educate students about the dangers associated with drug and alcohol abuse, the faculty and staff at Sharon High School are committed to making positive, compassionate, and individualized efforts to assisting students and their families who might be dealing with a drug or alcohol issue. In fact, Sharon High School will provide, without penalty, assistance to any student who voluntarily comes forward seeking drug or alcohol treatment or advice. When appropriate, the student's parent(s)/guardian(s) will become involved, and confidentiality will always be maintained.

In all cases, the best available resources that can help and/or protect the student will be considered, including but not limited to: counseling from the school's clinical staff, or referrals to private or community agencies, including the Massachusetts Department of Children & Families and the Massachusetts Juvenile Court Department.

Harassment and/or Discrimination

([ACH](#), [JB](#))

Sharon High School takes harassment and/or discrimination very seriously and regards any form of harassment and/or discrimination as a possible violation of an individual's civil rights. Per definition, harassment and/or discrimination is the willful and malicious engagement in a knowing pattern of conduct, or series of acts, directed at a specific person (or group) over a period of time that annoys, alarms, or torments that person (or group), and causes that person (or group) to suffer emotional distress.

Harassment and/or discrimination can be verbal or physical, and includes behavior that is perpetrated by telephonic or telecommunication devices, including but not limited to any electronic communication. In addition, the use of inappropriate terms, as well as signs or symbols of a racial, religious, ethnic, sexual, or gender-based bias, that are meant to dehumanize and cause pain to an individual or group, will be considered as a form of harassment and/or discrimination as well.

In light of the fact that the high school feels very strongly about the inappropriateness of harassment and/or discrimination, and because pro-

active efforts to prevent harassment and/or discrimination by regularly educating the student body about it are made on an annual basis, any student or individual who witnesses, or who feels that they are the target of harassment and/or discrimination, are strongly encouraged to report any knowledge of this kind of behavior to a trusted adult. The individual who has been provided with this information should immediately convey this information to an administrator, who will subsequently inform the alleged victim of the student's options, which include:

- Requesting that a clinician or administrator intervene on behalf of the alleged target by addressing the incident(s) and/or offensive behavior(s) with the alleged harasser
- Filing an immediate and written grievance with the Principal (*mandatory for any complaint involving an adult as the alleged harasser, or an allegation that places a target in physical or emotional danger*)

Regardless of the option that an alleged target pursues, any complaints will be guarded with confidentiality.

If any steps taken by a clinician or administrator fail to resolve the issue, or if the alleged harassment and/or discrimination continues, or if there is any evidence of retaliation, the alleged target, and/or the individual communicating on behalf of the alleged target should submit an immediate and written grievance to the Principal. Upon receipt of a written grievance, the Principal will inform all necessary parties, including the Superintendent and the appropriate parent(s)/guardian(s), that the student has received a written grievance, and that the student will begin a formal investigation into the alleged conduct.

During the Principal's investigation, due process and confidentiality rights will be honored. Upon completion of the investigation, the Principal will communicate the student's decision to the appropriate individual(s), and the student will also render the student's decision in writing. Where necessary and appropriate, disciplinary action will be imposed; it may include, but it is not limited to:

- Out-of-school suspension
- Referral to legal and/or court authorities
- Mandatory counseling and/or educational programming

Bullying and Cyber-Bullying ([JICFA](#), [JICFB](#), [IJNDB](#))

The Sharon Public Schools are committed to working with students, staff, families, law enforcement agencies and the community to prevent instances of violence. The school department shall exercise its legal right and responsibility to take action to protect targets, to notify parents and police, to assign consequences including discipline, to any perpetrator. In consultation with these constituencies, we have established this Plan for

preventing, intervening and responding to incidents of bullying, cyber-bullying and retaliation.

As leaders, educators and parents in Sharon, we need to convince all those in our community to SOAR like an Eagle.

Support Others, Act Responsibly!

The Sharon Public Schools expects that all members of the school community will treat each other in a kind manner and demonstrate respect for diversity. The benchmark terms that describe our actions toward each other will be represented as part of a culture of respect. Staff model behavior and recognize and respond to gateway behaviors. This way, students can learn to police their own behavior.

Our policy ([JICFB](#)) states that the Sharon School Department is committed to creating a safe, caring, and respectful learning environment for all students. Our Acceptable Use Policy ([IJNDB](#)) specifically states that it is a violation “to use electronic resources for harassment, bullying or stalking other individuals” and that “Any use of internet or technology resources that results in a disruption to the school environment is subject to school disciplinary policies.” In addition to the personal and emotional harm they inflict, bullying and harassment distract, interfere, and prevent students from learning. We are committed to treating all members of our community with civility and respect in an inclusive environment. We strictly enforce a prohibition against the bullying and other harassment of any of our students or staff.

In collaboration with Sharon teachers, families and community members, we have developed and will implement a plan for education and discipline, including curriculum, to prevent bullying and to help adults and students to respond effectively to allegations and incidents of bullying and other harassment.

The Plan

The [Bullying Prevention and Intervention Plan](#) is a comprehensive approach to specifically addressing the issues related to bullying, and cyber-bullying. This Policy applies and extends to all Sharon students, School Committee members, school employees, independent contractors, school volunteers, visitors, parents and legal guardians of students.

Bullying is defined by [M.G.L. c. 71, § 37O](#) law as “the repeated use by one or more students [or persons] of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to himself or

- herself or of damage to his or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.”

Bullying occurs when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person on more than one occasion. It can include physical bullying such as hitting, or verbal bullying such as name-calling, spreading rumors, making threats, stalking, or making harassing, and annoying, or inappropriate electronic communications.

Bullying is NOT a situation where there is mutual conflict – i.e. in situations where a balance of power exists and where people are both upset and are looking for a resolution to a problem.

Cyber-bullying is defined as “bullying through the use of technology or electronic devices such as telephones, cell phones, computers, the Internet [and other digital devices]. It includes, but is not limited to, email, instant messages, text messages and Internet postings. See [M.G.L. c. 71, § 37O](#) for the legal definition of cyber-bullying. In accord with Massachusetts law, “cyber-bullying” under this Policy “shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in... the definition of bullying” enumerated above.

The examples below illustrate (but do not to limit) the behavior that this Policy prohibits:

1. A person intimidates another person, physically, psychologically, or emotionally.
2. A person threatens another person, whether that threat is stated or implied verbally, direct or indirect, or physical, emotional, or psychological in nature.
3. A person attempts to attack or actually assaults another person, including those that are communicated, transmitted, or otherwise expressed verbally, physically, psychologically, electronically, or in writing.
4. A person attempts to attack or actually attacks or inflicts damage on another person’s personal property.
5. A person attacks, intimidates, threatens or assaults another person if carried out against the targeted target at the request or instruction of a bully; and/or,
6. A person creates an unwelcoming or hostile environment at school for another person or group of people.
7. A person creates a web page or blog or similar communication media in which the creator assumes the identity of another person, or,

8. A person knowingly impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in ... the definition of bullying above.”
9. A person uses intimidation, insult, or ridicule that is sufficiently severe or pervasive as to alter the conditions of a student’s education or to create a hostile environment.

Prohibition of Bullying

Acts of bullying, which include cyber-bullying, are explicitly prohibited:

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

Bullying may occur in any of the following scenarios:

| | |
|--------------------|------------------|
| Student-to-Student | Student to Staff |
| Staff to Student | Staff to Parent |
| Staff to Staff | Parent to Staff |

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

POLICIES AND PROCEDURES

Hazing or bullying of any kind is prohibited by School Committee Policies [JICFA](#) and [JICFB](#), respectively. Any student, district employee, or third party who engages in prohibited conduct as described in the policy shall be subject to disciplinary action, which may include but is not limited to, termination from employment or expulsion from school, or exclusion from all district property and programs and/or from doing business with the district.

What the schools will do: Sharon Schools will track bullying behavior referrals to identify repeat referrals. A bullying prevention summary statement will be included in each handbook, and the community will have access to this Plan. Students will be encouraged to report incidents of bullying that they witness. All staff will be required to report and to respond when they witness incidents of bullying. Administration and staff need to take steps to protect targets of bullying and to train parents to support efforts to stop bullying behavior.

The school or district will:

- Include a copy of the [Incident Reporting Form \(IRF\)](#) in each student handbook for students and parents or guardians;
- Make the [IRF](#) available in the school's main office, guidance counselor offices, psychologist offices, the school nurse's office and other locations determined by the principal or designee; and
- Post it on the school's website. Upon request, the [Incident Reporting Form](#) will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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

A. Reporting Bullying or Retaliation.

Reporting an Incident: By reporting an incident of bullying and/or harassment, you are playing an important role in protecting others and building an environment that is safe and comfortable for all.

If you are a target or a witness to bullying and/or harassment, you should report the incident to an adult (teacher, staff member, administrator, principal or assistant principal, parent, guardian). All adults employed by the school district are mandated reporters.

Staff, students, parents, guardians, or others may make reports of bullying or retaliation. Oral reports made by or to a staff member shall be recorded by that staff member in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation that the staff member becomes aware of or that is witnessed.

Gateway Behaviors: In order to encourage a positive climate and prevent incidents of teasing, which may lead to conduct that can be identified as bullying, all staff members will respond to any gateway

behaviors (eye-rolling, staring, snickering, secret whispering etc.) that they witness by indicating their unhappiness with the behavior. Staff members will report to the principal or designee any incidents of teasing (name calling, inappropriate comments, etc.) or aggressive actions, so that patterns of behavior of an individual may be documented.

Reporting by Staff

A staff member will report to the principal or designee when the student witnesses or becomes aware of conduct that may *indicate* bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. It is the responsibility of each staff member to respond to any situation that places a student at risk for physical or emotional harm. That responsibility extends to any “gateway” behaviors that undermine school climate.

Reporting by Students, Parents, Guardians and Others

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

Reports made by students, parents, guardians, or other individuals, who are not school or district staff members, may be made anonymously. There are a variety of reporting resources available.

Making a Report:

1. Contact an adult in the building to discuss the situation and/or obtain an [Incident Report Form](#) or the [School/Community Report Form](#). Forms may be obtained in the Main Office, Guidance Office and Library or on the school district website.
2. Complete the [Incident Report Form](#) and return to either the Main Office or Guidance Office. This form can be left with a secretary. Include as much information as possible on the form.
3. A person making a report may call any school and use the extension HELP (4357) to provide the information over the telephone. Information must include date(s), time(s), name(s) and age(s) of students involved, and the names of any witnesses. The report should be as specific as possible about what was witnessed.
4. A report of an incident may be made anonymously but the report needs to include enough information to enable an investigation by the principal. The [Incident Report Form](#) may be mailed to any PRINCIPAL in any of our schools or to the Superintendent at 75 Mountain Street.

Use of an [Incident Report Form](#) or the [School/Community Report Form](#) is not required as a condition of making a report.

Process:

All reported incidents would be investigated by the principal or the student's designee. Interviews will be held with the named target, aggressor and witness(es). The principal or the student's designee will determine the severity of the incident and decide the resulting actions that may include:

1. Police Intervention
2. School Discipline: including but not limited to detention, suspension, and expulsion.
3. Educational and/or Therapeutic Intervention

B. Response to a Report of Bullying or Retaliation.**Student/Staff Safety**

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to:

- a) Pre-determining seating arrangements for the target and/or the alleged aggressor in the classroom, at lunch or on the bus;
- b) Identifying a staff member who will act as a "safe person" for the target; and

- c) Altering the alleged aggressor's access to the target.
- d) Alert all staff working with the alleged aggressor and target so that they are more watchful of the interaction and are more prepared to intervene if necessary.
- e) Continuing "check ins" with the target to assure that they have a safe place to discuss the incident and any ensuing circumstances.

The principal or designee will take additional steps to promote safety during the course of, and after, the investigation, as necessary.

The principal or designee will implement appropriate strategies, as necessary, for protecting the following from bullying or retaliation, any student or staff who:

- a) Has reported bullying or retaliation,
- b) Has witnessed bullying or retaliation,
- c) Provides information during an investigation or
- d) Has reliable information about a reported act of bullying or retaliation.

Investigation

If a report of bullying appears credible, parents will be notified that an investigation is underway.

The principal or designee will promptly investigate any reports of bullying or retaliation considering all available information, including the nature of the allegation, the age(s) of the student(s) involved and any corroborating evidence (Facebook pages, copies of text messaging, electronic messages and representations, written threats, etc.). The principal or designee will also note whether the incident involves an imbalance of power or relational aggression. During an investigation the principal or designee will interview students, staff, witnesses, parents, guardians and others, as necessary.

The principal or designee will remind the alleged aggressor, target and witnesses that any form of retaliation is strictly prohibited and will result in disciplinary action. All witnesses, the target and the aggressor will also be notified of the expectation of confidentiality. This means there will be no discussion among students about the situation in school or online.

The principal or designee, or other staff members as determined by the principal or designee, may conduct interviews and will maintain confidentiality during the investigation to the extent that is practical. The principal or designee will maintain a written record of the investigation. It is always the case that a guidance counselor, school psychologist, or nurse may be included when interviewing someone who may be uncomfortable when being interviewed.

Results of Investigation

The principal or designee will determine based upon the facts and circumstances whether bullying or retaliation has occurred. If so, the principal or designee will take steps, reasonably calculated, to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will determine what remedial, and/or responsive and/or disciplinary action is required (See Consequences Charts in Appendix). If there is no substantiation, then the principal will make certain that the initial complaint was made in good faith and will give appropriate warnings or discipline, as appropriate, to any student involved in any kind of inappropriate behavior – even if it was not labeled as bullying or retaliation. A safety plan might still be considered to assist students who feel unsafe.

Next Steps

When the principal or designee determines that bullying or retaliation has occurred, the principal (or the student's designee) may employ a wide range of responses that balance the need for accountability with the need to teach appropriate behavior. The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the sense of safety for the target and anyone else who may have been affected. If it has been determined that bullying has taken place on the school grounds, the principal or designee will take measures to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

To assist the target to recover, the following efforts may be made depending on the individual needs of the student or staff:

- A guidance counselor or school psychologist will meet with the target (regularly if needed) to discuss the student's sense of safety and to address strategies that could be helpful to encourage improved social skills, and/or resilience as needed. If the target chooses not to participate, then the guidance counselor or school psychologist will check in occasionally with the target to see how the student is doing and to determine whether there has been any recurrence of the prohibited conduct. If so, the adult will report the information to the principal or designee.

- The counselor or psychologist will also communicate with the target's parents or supervisors about the target's progress.
- The parent or supervisor should be involved in conversations about helping the target to identify and develop positive social skills when necessary.
- The target may be paired with a 'safe person' or 'friend' or older student or mentor if the target is willing to do so.
- Staff and supervisors will be vigilant about the target's presentation and connections to other persons (e.g. is the student alone at lunch? Is the targeted staff member still concerned?).

To provide remediation for the aggressor in order to change the student's negative pattern of behavior, the following efforts may be made depending on the needs of the aggressor and the severity of the offense:

- A guidance counselor or school psychologist will meet regularly with the aggressor to discuss the student's attitudes, to address strategies that could be helpful to encourage improved social skills and to help the student to develop deeper empathy.
- The counselor or psychologist will help the aggressor to address the question: *What could the student have done differently?*
- The aggressor may be asked to complete some community service or to perform research on the impact of bullying.
- Parents/guardians/supervisors will be asked to monitor the aggressor's use of technology and access to influences that could encourage disrespectful or hurtful behaviors.
- The aggressor's parents will be asked to meet with the principal and/or guidance staff.

Other strategies that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual aggressor or groups of aggressors, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help aggressors understand pro-social ways to achieve their goals;
- Meeting with parents, guardians or supervisors to engage support, to reinforce the anti-bullying curricula and social skills building activities at home or in the workplace, and to discuss possible outside influences on a aggressor's behavior;
- Adopting behavioral plans to include a focus on developing specific social skills; and

- Making a referral for a special education evaluation or safety evaluation that the principal or designee may consider to be needed.

C. Disciplinary Action

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

In addition, the following will be considered:

- The school schedule of the aggressor(s) or target(s) may be changed to reduce contact with the target.
- Discipline for bullying, cyber bullying, or retaliation may include either in-school or out of school suspension because staff and students have been educated about behavior expectations and have been warned about using technology inappropriately.
- Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which will be rendered in compliance with state laws regarding student discipline. (This does not mean that students with disabilities are not subject to consequences for their action with respect to bullying, retaliation, or other negative behavior. It does mean that their disabilities must be considered and IDEA steps followed.)
- If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student will be subject to disciplinary action.

D. Notifications (Reporting)

Notice to parents or guardians:

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of an investigation. If bullying or retaliation is found to have occurred, the parents or guardian of the target will also be told what actions are being taken to keep the target(s) safe at school. The aggressor's parents will be notified about what consequences their child will receive as well as what further steps the school will take to help the student improve the student's behavior.

All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of legal requirements regarding the confidentiality of student records, school officials are generally prohibited from informing the complainant of specific disciplinary action taken against a student—unless it involves a “stay away” order or other directive that the target should be aware of so as to report violations.

Notice to another school district:

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

Notice to Law Enforcement:

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In all cases where Law Enforcement is notified, parents will be contacted at once.

ACCESS TO RESOURCES AND SERVICES

Identifying Student Resources. Any student who is at risk for being bullied will be referred to an appropriate counselor. The counselor will assess the issue(s) and if appropriate will provide the student with ongoing emotional support and coping strategies. The counselor, in conjunction with the building administration, may refer the student and/or family to outside agencies for more intensive services. When necessary, the counselor will connect the student with a principal or assistant principal who will assume responsibility for dealing with any administrative needs associated with the issue.

In order to enhance the capacity of the school to prevent, intervene, and respond effectively to bullying, the following resources will be made available to address the social emotional needs of the targets and aggressors.

- Referral to school based services
- Referral to outside agencies (available through school based professionals)
- Behavior Plans
- Social skills groups

Identifying Staff Resources. Any staff member who is at risk for being bullied will be referred to an appropriate administrator who will assess the issue(s) and if appropriate will provide the staff member support and strategies to deal with the event. The building administration may refer the staff member to outside agencies for more intensive services if appropriate.

Students with disabilities. As required by [M.G.L. c. 71B, § 3](#), as amended by [Chapter 92 of the Acts of 2010](#), when an Individualized Education Plan (IEP) Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment or teasing because of the student's disability, the Team will consider what should be included in the IEP to develop the skills needed to avoid and respond to bullying, harassment or teasing.

Referral to Outside Services. The Sharon Public School district frequently updates and annually reviews a district-wide Counseling Referral List composed of local and state agencies, as well as private therapists. Referrals to outside service providers are made when deemed necessary by the District.

Definitions

Several of the following definitions are copied directly from [M.G.L. c. 71, § 37O](#), as noted below.

Aggressor: A person who engages in bullying, cyber-bullying or retaliation.

Bullying: As defined in [M.G.L. c. 71, § 37O](#), is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or

- Materially and substantially disrupts the education process or the orderly operation of a school.

Bystander: Not involved but watches bullying occur and takes no action.

Cyber-bullying: Is bullying through the use of technology or electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings. See [M.G.L. c. 71, § 37O](#) for the legal definition of cyber-bullying.

Diagnosis: The determination, in this case, that an occurrence of bullying, harassment or a determination of “no finding” has been reached after an investigation that includes interviews and other procedures

Egger: Supports bully, ‘Follower’, usually has poor self-esteem.

Exclusion: Starting rumors, telling others not to be friends with someone, or other actions that would cause someone to be without friends.

Floater: Sometimes ‘egger’ and at other times ‘bystander’.

Gateway Behavior: Subtle actions (rolling eyes; laughing at target; teasing). These behaviors are typically not violations of a school rule, and thus do not entail formal discipline, but they do contribute to negative school climate.

Harassment: racial, ethnic, or sexual name-calling or other severe harassment.

Investigation: The process used to make a determination about whether bullying has occurred. This would follow a verbal or written Incident Report or a School/Community Incident Report.

Physical Bullying: Pushing, slapping, grabbing, flicking, poking, pinching, tripping, or other violations of personal space.

Power Imbalance: One person intimidates other; one has more control. This can be due to social status, size, physical positioning of the person or other means.

Prevention: Steps that can be put into place.

Support Team: These personnel are generally defined each year in the School Safety Plan as the “Crisis Intervention Team”. Membership generally consists of administration, guidance, psychologists, social workers, school nurses, and special education personnel.

Target: Is a person against whom bullying, cyber-bullying or retaliation has been perpetrated (the victim).

Teasing: Name-calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves.

Hostile Environment: As defined in [M.G.L. c. 71, § 37O](#), is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Mandated Reporter: Any staff member employed by the school department must report instances of bullying or cyber bullying to the building principal.

Relational Aggression: A type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means actual or threatened physical violence

Remediation: Represents a plan to train the aggressor or the target and others in order to reduce instances of bullying.

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

Severe Physical Bullying: Punching, kicking, and similar behavior that could result in injury to others.

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

Threat of Serious Violence: Threats of using a weapon, or other conduct, which should be immediately reported to police.

Witness: A person in the vicinity who becomes aware of the bullying and may react to the situation or assist in reporting.

Sexual Harassment and/or Discrimination

[\(ACAB, GBA, JB\)](#)

By law, all institutions must adopt a separate harassment and/or discrimination policy that specifically addresses issues pertinent to sexual harassment and/or discrimination. Therefore, this policy is being communicated in accordance with the law, and with the intent of developing and maintaining a safe and trusting school environment that not only enhances each individual's sense of self-confidence and self-esteem, but that ensures that individuals who attend Sharon High School understand what sexual harassment and/or discrimination is, know how to identify it, and are aware of the protocol for reporting such behavior.

Per definition, sexual harassment and/or discrimination constitutes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive environment. It is defined by the victim (who may be a student or a member of the faculty/staff), and the definition covers a range of behaviors, including but not limited to: sexual insults and name-calling, gossip, jokes, intimidation by words or actions, offensive touching, and pressure for sexual activity. Sexual harassment and/or discrimination can also be subtle and ambiguous, or direct and overt, and it should be known that all genders, both young and old, could be victims.

Because sexual harassment and/or discrimination, like harassment and/or discrimination, is prohibited by both federal and state statutes, it should be understood that, like any form of harassment and/or discrimination, it will not be tolerated, and that any person found to be guilty of sexual harassment and/or discrimination will be subject to severe disciplinary consequences, as well as any applicable state or federal laws. Furthermore, in any case where there is the suspicion of the sexual abuse of an individual under the age of eighteen, staff is required to report such incidents to the Massachusetts Department of Children & Families.

In light of the aforementioned, any student who feels that the student is a victim of sexual harassment and/or discrimination is encouraged to report the incident(s) to a trusted adult. The individual who has been provided with this information should immediately convey this information to an administrator, who will subsequently inform the alleged victim of the student's options, which include:

- Requesting that a clinician or administrator intervene on behalf of the alleged victim by addressing the incident(s) and/or offensive behavior(s) with the alleged harasser
- Filing an immediate and written grievance with the Principal (*mandatory for any complaint involving an adult as the alleged harasser, or an allegation that places a victim in physical or emotional danger*)

Regardless of the option that an alleged victim pursues, it should be reiterated that any complaints of sexual harassment and/or discrimination would be guarded with confidentiality.

If any steps taken by a clinician or administrator fail to resolve the issue, or if the alleged harassment and/or discrimination continues, or if there is any evidence of retaliation, the alleged victim and/or the individual communicating on behalf of the alleged victim should submit an immediate and written grievance to the Principal. Upon receipt of a written grievance, the Principal will inform all necessary parties, including the Superintendent and the appropriate parent(s)/guardian(s), that the student has received a

written grievance, and that the student will begin a formal investigation into the alleged conduct.

During the Principal's investigation, due process and confidentiality rights will be honored. Upon completion of the investigation, the Principal will communicate the student's decision to the appropriate individual(s), and the student will also render the student's decision in writing. Where necessary and appropriate, disciplinary action will be imposed; it may include, but it is not limited to:

- Out-of-school suspension
- Referral to legal and/or court authorities
- Mandatory counseling and/or educational programming

Dances

Periodically throughout the year, Sharon High School will host student dances (with limited capacity) at locations either on or off of the school's campus. Like at all school-sponsored or school-related events and activities, students are expected to adhere to all aspects of the school's civic and social expectations, as well as to all components of the school's guidelines for student behavior.

Sharon High School students may bring guests to dances; however, they may not bring more than one guest, and the guest cannot be twenty-one (21) years of age or older. Prior to the dance, the school must have on record the guest's name, as well as contact information for the student's parent(s)/guardian(s). This information must be detailed on the Guest Contract for Dances and submitted to the administration prior to the dance, or the guest will not be admitted to the dance when the student shows up. The Guest Contract for Dances may be obtained in the main office, and it is the responsibility of the Sharon High School student bringing the guest to communicate the school's expectations and guidelines to them before arriving at the dance.

Students and their guests are required to arrive at any scheduled dance no later than 30 minutes after the publicized start. Those who fail to arrive in time will not be admitted to the dance, and their parent(s)/guardian(s) will be contacted immediately to inform them of this fact. Also, no student may leave the dance more than 30 minutes before the publicized end (without making prior arrangements with the administration, as well as parent/guardian awareness), and once a student and/or guest decides to leave the dance, the student may not return to the dance.

Once at the dance, any student or guest who refuses to comply with Sharon High School's civic and social expectations, or who violates Sharon High School's guidelines for student behavior will be required to leave the dance immediately. In the interest of safety, the administration may be authorized to conduct breathalyzer tests (if necessary) in accordance with any approved School Committee policy and/or protocol. Separately but on a related note, if any exhibited behavior or condition of a student warrants administrative intervention, then that student may be placed in the immediate custody of the administration and/or local police until a parent/guardian can be notified. Additionally, in the case of a Sharon High School student who does not adhere to the school's expectations or rules, it should be known that the student is subject to additional disciplinary consequences upon returning to school, including: revocation of privileges, social suspension, office detention, in or out-of-school suspension, and/or expulsion.

With regard to proms, the following guidelines/rules have also been established:

- Students and their guests who plan on attending the Junior Prom must be transported by bus to and from the designated host site; all buses will leave from (and return to) the school at a pre-determined and communicated time
- Students and their guests who plan on attending the Senior Prom must be transported by bus to and from the designated host site; all buses will leave from (and return to) the school at a pre-determined and communicated time

All classes have set aside funds that can be used to offset some of the related expenses of these affairs. Students wishing to access these funds may do so confidentially and privately by approaching or contacting a member of the administration.

Buses and Vans ([EEAA](#), [EEAAE](#))

School buses and vans are used to transport students to and from school, as well as to and from co-curricular events and interscholastic athletic practices and/or competitions. In light of the fact that the safe operation of the bus/van and safety of the students on the bus/van is the primary concern of the driver, it is incumbent upon all students to conduct themselves in a way that does not distract the driver or jeopardize the safety of other passengers.

Sharon High School students using school bus or van transportation are expected to adhere to all of the school's expectations and guidelines for proper behavior, as well as those of the bus company. Students who do not, or students who compromise the safety and well-being of the driver and/or other passengers, will be subject to disciplinary consequences, and may be suspended from riding the school bus or van for a period of time deemed appropriate by the administration. All school buses are equipped with security cameras that record video and may also record audio. If warranted, recordings from security cameras may be used as part of disciplinary inquiries.

In all cases involving a student who has misbehaved on a school bus or van, the parent/guardian will be notified of the infraction, and the consequences will be communicated in writing.

It should be noted that there is a mandatory \$567 fee for students who elect to be transported to and from school on a school bus, and at no time may a student who is not registered with the school department ride the school bus to get to or from school without the expressed written consent of either the administration or a representative from the bus company.

Any student whose actions warrant a permanent removal from school bus and/or van transportation should know that the fee associated with riding the school bus is not refundable, and it will be incumbent upon a student's parent(s)/guardian(s) to arrange transportation for the student to and from school, co-curricular events and interscholastic athletic practices and/or competitions.

Late Buses ([EEAA](#))

Due to the large number of students who participate in after-school activities and who access the school's available resources once the regular school day is over, arrangements have been made for late buses to make afternoon runs.

The late buses operate Monday and Wednesday, and the pickup at the high school is at approximately 3:45 p.m. next to the main entrance.

Students who have elected to be transported to and from school by paying the mandatory \$567 fee do not need any special permission to ride; however, any student who has not paid the mandatory \$567 fee must be granted written permission by an administrator prior to being allowed to ride the late bus. Per student, this permission may only be granted three (3) times per month, and each time a request is made, \$5.00, as well as parent or guardian notification to the high school's main office, must accompany it.

Students who ride the bus daily should take that late bus drop-offs are generally not at the usual pick-up or drop-off point. They are, however, in the general vicinity.

Building, Grounds, and School Security Guidelines

Foreword

Sharon High School is a large complex that houses approximately 1,400 individuals on any given day, including faculty and staff. There are numerous entry ways, exit points, gathering places, and events at the high school that make the management and maintenance of such a facility a difficult task. Therefore, it is incumbent upon individuals who use or visit the high school to respect the property, and to help maintain a clean, pleasant, and safe atmosphere at all times.

Common courtesies on all school grounds include refraining from littering, refraining from loitering, not blocking entry or exit points, and refraining from using profane and vulgar language. It is also essential that all individuals adhere to all emergency and security measures. Students who violate any of the aforementioned guidelines will be subject to disciplinary consequences, and guests who violate them may be asked to leave the school premises permanently.

It should be public knowledge that Sharon High School takes pro-active steps to ensure building security and keeping unauthorized persons out of the school building. For example, a live video camera system surveys the outside perimeter of the building; a school resource officer is housed in the building (see [School Resource Officer](#)); all faculty and staff (including coaches) are required to wear identification badges/clothing; visitors and students tardy to school must ring a buzzer, identify themselves, and check-in at the main office to gain access to the rest of the building; and, perimeter doors are locked at all times.

There should be no expectation of privacy on school grounds or buses, except in locker rooms and restrooms. All video and audio recordings from security cameras will be kept confidential, only to be used by school staff under the direction of the Superintendent and/or their designee. If warranted, recordings from security cameras may be used as part of disciplinary inquiries.

These measures, as well as the guidelines on the following pages, will facilitate the longevity of the school department's property, as well as the safety of all individuals in and around the complex. Keep in mind that during normal school hours, and at all school-sponsored events, the Principal or the student's designee is in charge of the management and maintenance of the facility. Therefore, students and visitors should be cognizant of the fact that the Principal retains the right and responsibility to all students and staff to make decisions that will help ensure that Sharon High School maintains a clean, pleasant, and safe atmosphere at all times.

School Resource Officer (SRO)

In cooperation with the Sharon Police Department, a full-time School Resource Officer has been housed at Sharon High School since the beginning of the 2008-2009 school year. Fully uniformed, the student contributes in a variety of capacities, including but not limited to: law enforcement, education, and specialized counseling. To that end and amongst other things, the student assists in the maintenance of a safe school environment by serving as a positive and informative role model, being an important resource to students, staff, and parents/guardians, and acting as liaison between the community and the school department.

The SRO is proactive in the student's role and very visible. In recent years, the SRO has attended countless school functions, participated in a multitude of classroom activities, and supported numerous enhancements to school programs and protocols. A more detailed description of the student's roles and responsibilities can be found on the high school's website. The student can also be contacted at 781-784-1554 x8031.

Fire and Evacuation Drills, Lock-Downs, and Emergency Situations

Periodically during a school year, the school will engage in planned exercises intended to address the school's preparedness for an emergency situation. These exercises may take the form of a fire drill, an evacuation drill, or a lock-down. Because the safety of all individuals is the school's first priority, it is essential that all students, faculty and staff, and any guests take these exercises seriously, and that they comply with all directives by responding in a calm and orderly fashion.

The administration of the Sharon Public Schools works cooperatively with local police and fire department officials to ensure that all precautionary measures, as well as safety procedures and protocol, are up-to-date and reflective of best practice. It is our intent to continue doing so, and any student or individual who intentionally jeopardizes the safety and/or well being of others will be subject to severe disciplinary consequences.

Visitors

In the interest of student and staff safety, building security, and the maintenance of a learning environment that is free from unnecessary distractions, visitors who wish to enter Sharon High School during normal school hours (8:05 a.m. – 2:40 p.m.) are required to check in with the receptionist in the main office and to have a specific purpose for visiting.

Students who do not attend Sharon High School are not allowed to visit during the school day. Prospective students and their parents/guardians who wish to gain a better understanding of the curriculum and learning

environment should make arrangements with the Guidance Department to schedule a visit.

At all times, visitors on school property are expected to comply with all procedural and safety practices that are in effect. During non-school hours, visitors are required to be accompanied by an enrolled student or member of the faculty or staff, and they are also expected to confine themselves to the event that predicated their presence.

Anyone who fails to abide by these standards will be asked to leave the premises immediately. It should also be noted that enrolled students might be held accountable for the conduct of their guests.

Driving and Parking

There are several student-designated parking areas at, or within proximity to, Sharon High School. Because the number of students eligible to drive exceeds the number of available student-designated parking spaces, there is a random lottery for all available spaces prior to the start of each semester. Students subsequently granted permission to park in the student-designated parking areas are required to pay a \$72 fee, and they are also required to apply their school-issued parking sticker to the windshield of the vehicle that they will be using.

All vehicles being used by students to drive to and from school must be registered with the administration, and it is expected that students who do drive to and from school, and who do park in the student-designated parking areas, are complying with all state laws relative to the operation, registration, and inspection of their vehicles, including abiding by school-zone speed limits and the wearing of safety belts. Failure to adhere to these regulations could subject a student to fines and/or penalties issued by the Sharon Police Department.

While parked in the student-designated parking areas, the vehicle, any contents within the vehicle, and any passengers are the sole responsibility and liability of the driver. Students parked illegally or inappropriately will be required to move their vehicles immediately, and in the interest of safety and security, it should be understood that the administration reserves the right to tow any vehicle parked in any parking area that does not have the necessary authorization to be there. Prior to towing any student's vehicle, the administration will employ progressive discipline to address parking violations.

All students are expected to conduct themselves appropriately in and around the school's parking areas, and students who loiter, violate school rules, or behave in a manner which could jeopardize the safety or well-being of others, will be subject to disciplinary consequences. Additionally, student drivers who exhibit persistent and/or excessive tardiness or

absenteeism (more than 10 in a semester) risk losing their privilege to park in the student-designated parking areas.

At any time, should a student driver exhibit the reckless use of a vehicle on school property, or in the student-designated parking areas, the student will be subject to permanent loss of the privilege to park, or to apply for parking in the student-designated parking areas; any loss of a parking privilege includes the loss of the \$72 fee that was paid to acquire this privilege.

Cafeteria

The cafeteria at Sharon High School is open for breakfast and for lunch on all school days (including half-days). Breakfast is offered between 7:30 a.m. and 8:00 a.m., and lunch is offered between 11:43 a.m. and 1:45 p.m. (see [School Hours and Bell Schedule](#)). Students may bring their own breakfast and/or lunch, but are also always free to purchase the food and beverage items that are available.

Any student needing financial assistance to purchase the school's daily pre-established breakfast or lunch may apply for free or reduced cost meals by submitting the appropriate application. These applications are made available on the first day of school and may be requested or submitted at any time by contacting an administrator.

In order to ensure that food service is always swift, and that those eating may do so in a relaxed and social setting, all students are expected to adhere to the following rules and guidelines:

- There are no reserved seats and tables should be left clean
- Cutting others who are waiting in line is not allowed
- Food/drink must be consumed in the cafeteria or in the designated courtyard
- The throwing of food is strictly prohibited
- Personal conduct must be in accordance with the school's behavioral expectations

Any student observed violating any of these rules and guidelines will be subject to disciplinary consequences, including but not limited to, cleanup duty in the cafeteria, office detention, in-school suspension, and out-of-school suspension.

Bulletin Boards and Display Cases

Throughout the building, there are bulletin board and display cases that may be used to promote school-related events, raise awareness of club activities or athletic competitions, or showcase and recognize student work and accomplishments. Students are required to obtain verbal approval

from an administrator, or teacher/advisor/coach, before placing anything on a bulletin board or in a display case.

At no time should there be anything posted on the interior or exterior walls or windows of the school without the prior consent of an administrator. In order to ensure compliance with local fire codes and ordinances, anything that has not received prior approval will be removed.

Library

The library is open each day from 7:15 a.m. until 3:45 p.m. It houses, among other things, numerous books, reference materials, periodicals, and computers and is used regularly by faculty and students. All members of the Sharon High School community are encouraged to take advantage of the space, as well as the available resources, to enhance the learning experience, conduct any necessary research, and improve study skills.

During the school day, students wishing to use the library unaccompanied by a member of the faculty/staff may do so by receiving advance permission from the librarian or the student's designee and acquiring a signed pass. The pass must indicate the location from which the student is coming, as well as the time that the student will be arriving at the library. Upon arrival, the student must sign in at the circulation desk.

When a student is using the library, the student must be attentive to the fact that the library is intended to be a place of learning where students and faculty/staff can complete work. It is expected that all visitors to the library will respect the environment and the need of others to conduct research and/or study. Any failure to do so will be reason for an individual's removal from the library. The student will then also be subject to any appropriate disciplinary consequences, including the possible loss of library privileges.

Books from the general collection may be checked out for a period of two weeks. Students are expected to return all borrowed materials within the allotted timeframe. Students are financially responsible for any lost or damaged materials.

Lockers

Prior to the start of the 2008-2009 school year, Sharon High School replaced all of the hallway lockers in the building. Each was equipped with a recessed combination lock.

All students are assigned the same locker for four years and are reminded of the combination at the beginning of each school year. They may use them for the duration of their tenure at Sharon High School. Students should make sure that their lockers are secure at all times because the school is not responsible for lost or stolen property.

Lockers are also available in the changing areas associated with physical education and interscholastic athletic program. Students participating in physical education classes or in athletics are strongly encouraged to use a locker. Students must supply their own locks and are expected to use the locker that has been assigned to them in a responsible manner.

Lockers are the property of the school, and the administration reserves the right to search student lockers when reasonable cause exists. At the conclusion of each school year, any items left in a hallway or changing area locker will be discarded or donated to local shelters/charities.

Lost and Found

All items found, regardless of their value, should be turned into the main office. Students who lose something should notify the main office as soon as possible. If the item is eventually found, it will be returned to the student as soon as possible, and students who have lost something may at any time inquire about the status of the lost item.

Students are encouraged to label their personal belongings and to keep the serial numbers and receipts of items of significant monetary value at home. Since the school is not responsible for lost or stolen property, students should make every effort to leave items of significant value at home. Items found that are not claimed by the end of the school year will be discarded or donated to local shelters/charities.

Auditorium and Gym

The two largest gathering places inside the high school are the auditorium and the gym. Periodically, these venues will be used during the school day for presentations or large assemblies; they are also both used for public events by the school department, the town, or private organizations.

All students are expected to conduct themselves in accordance with the school's behavioral expectations while attending a presentation, assembly, or event. Entry and exit procedures must be adhered to as well, and anyone who fails to abide by the school's guidelines at an assembly, presentation, or event, will be removed and subject to the discipline code.

Foyers, Hallways, and Corridors

At any given moment, nearly 1,400 individuals could be occupying the foyers, hallways, and corridors of Sharon High School; therefore, it is incumbent upon all individuals to move through the school in a courteous and expeditious manner.

Passing time between classes is brief, and all students are expected to move from one class to another using the most direct route so that they can arrive at their next class on time. Loitering, public displays of affection,

and food and drink, are not allowed in the foyers, hallways, or corridors, and any student who impedes others or who violates any of the school's expectations with regard to behavior will be subject to disciplinary consequences.

During class, students who wish to use the restroom or who wish to make their way to another part of the building must use the Student Safety Binders to sign-in and out of classrooms.

Textbooks

Each school year, students are loaned textbooks for the classes in which they are enrolled, unless there is no prescribed textbook. All students are expected to use the textbooks that they are loaned in a responsible manner, and in a way that ensures that their learning experience is enhanced. As a valuable resource to complement the curricular content covered in each course, the textbook can be a very useful tool.

Because textbooks are the property of the school and are loaned to pupils, all textbooks must be returned in an acceptable condition, or the student will be held financially responsible. Teachers are required to keep a record of the exact book that a student was loaned, and at the conclusion of a course, the same book must be returned. Students who do not return the book that was loaned to them are obligated to pay for the missing book. It should be noted that until restitution is made, participation in commencement exercises may be denied.

Parents of current students who are interested in borrowing one or more textbooks (in any subject area) during the summer months may do so by contacting the Main Office prior to the conclusion of the school year. Before one or more textbooks are loaned, a check covering the costs of the requested textbook(s) must be submitted to the Main Office. Assuming the books are returned by a prescribed deadline prior to the new school year, the check will not be cashed and it will be returned upon receipt of the borrowed textbook(s). Refunds will be predicated on the textbook(s) being returned in the condition in which the textbook(s) was/were issued.

Computer, Internet, and E-mail

All individuals who use school computers and school-based Internet or e-mail resources must abide by the district's [Acceptable Use Policy](#), which outlines terms, and conditions for use. This policy requires that all users of these resources read the policy and sign the [Acceptable Use Statement](#) prior to use being granted. In the case of students, this policy must also be signed by parents/guardians once a child is enrolled in the Sharon Public Schools. Parents wishing to withdraw this authorization must notify (in writing) both the Principal and the Director of Technology.

Student Resources and Services

Guidance

All students are assigned a guidance counselor in Grade 9. You may request to see your guidance counselor by leaving a note with the guidance department secretary, requesting an appointment. You may not go to the guidance office during school hours without a pass from a counselor.

Counseling services are designed to serve your needs in preparation of your academic schedules, long-range school programs, vocational or college planning, course adjustment, and personal matters. Group counseling is also available.

School Adjustment Counselor/Social Worker

The school social worker offers practical assistance to you if you are dealing with a critical social issue. Under the protection of confidentiality, the social worker can help you to connect with resource people outside the school regarding harassment, teen dating violence, family issues, substance abuse problems, pregnancy, STI and HIV testing, concerns about sexuality, including gay/lesbian/transgender issues, and other issues.

In school, the social worker provides crisis intervention, support and referrals to persons struggling with depression and suicide. In cases involving immediate self-harm or detailed plans concerning harm to others, this licensed individual is required to inform responsible adults, including parents. In cases involving physical or emotional abuse or neglect to a person under eighteen, this mandated reporter is required to file a report with the Department of Children & Families.

The school social worker acts as a referral agent not only to licensed clinical providers but also to in-school groups, to the Networks Program, and to safe spaces for students who cannot live at home.

Networks Program

The Networks Program is a safe space for students who are passing through a crisis. The program is available for limited periods, based upon an individual's needs, and provides emotional support, small group and one-to-one instruction for students returning from a personal crisis. The program may be accessed through a school psychologist or school social worker.

All students are required to check-in weekly with clinical staff and/or to engage in weekly therapeutic services outside of school. Documentation of such attendance may be required. A list of local agencies and crisis

intervention centers is also available to students in the Guidance Department.

Health Services and Records

The School Nurse is available to discuss any health concerns, large or small. She serves as a resource for you and your parents in preventing or identifying health related problems. She also collaborates with you, your parents and staff to see that your health needs are met with minimal interference in the educational process. The School Nurse makes referrals to other health care providers as appropriate.

Individual health records are kept in a locked file cabinet in the nurse's office. Medical information that the nurse feels is necessary for safety (e.g. anaphylactic allergies to insect stings or foods, asthma, diabetes, etc.) will be shared with staff. A list is distributed to teachers, specialists and the main office and kept confidentially in the classroom for substitutes. If you or your parents have questions or concerns about sharing any information about yourself, please call the school nurse.

Medications [\(JLCD\)](#)

It is expected that if you are on medication, you will take your required dose at home before and/or after school hours. In cases where it is absolutely necessary for you to take medicine during the school day, you should observe the following procedures as set forth by the School Committee policy and state regulations:

1. Medication may not be carried in school. Exceptions include epi-pens, inhalers (for students w/asthma or respiratory diseases), and enzyme supplements (for students w/cystic fibrosis). Glucose monitoring tests and insulin delivery systems may also be carried (by students w/diabetes). In all cases, the required doctor's order and parent/guardian permission must be on file in the nurse's office.
2. All other medications must be kept in the nurse's office and be dispensed by the nurse. Acetaminophen (Tylenol) and Ibuprofen (Advil) are available from the nurse if a signed parent/guardian permission form is on file.
3. Any other medications require a doctor's order and parent/guardian permission. Forms are available in the nurse's office.
4. Medication must come in a prescription-labeled container or original packaging.
5. Orders and permissions for medication must be renewed each school year.

A student possessing or using prescription or over-the-counter drugs, medicines, or controlled substances on school premises for the treatment

of an existing medical condition will not be considered in violation of the substance abuse policy. However, the use or possession of such prescription and over-the-counter drugs must be in accordance with the Sharon School Department Medication Policy.

Immunizations and Assessments

([JLCB](#))

Health laws for attendance require certain immunizations in order to attend school. The nurse oversees the immunization records and health assessments. Students should consult her if they have any questions in these matters, and any student with an incomplete immunization record may be excluded from school.

All Grade 10 students must have a Physical Examination done by their primary care provider. Exams for camp or sports may be used if done within the same calendar year. Any student without a Physical Examination on file will be scheduled for an examination by the School Physician.

Compliance Information

Foreword

Sharon High School makes every effort to ensure that its policies and procedures are aligned with state and federal statutes. Outlined on the ensuing pages are summaries of some of the more notable laws that students, as well as their parents or guardians, should be aware of and may want to familiarize themselves with. At any time, additional information relative to these statutes can be ascertained at the main office.

Equal Access Act of 1984

Sharon Public Schools offers educational and recreational opportunities for all students both during and after the traditional school day. All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Programs, services, and activities include, but are not limited to: art and music; vocational education, industrial arts, and consumer and homemaking education; work study and employment opportunities; counseling services available at all levels in the district; health services; transportation; recess and physical education, including adapted physical education; athletics and recreational activities; school-sponsored groups or clubs; and meals.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires

Massachusetts's employers to have a policy against sexual harassment. ([M.G.L. Ch. 151B, S3A](#))

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with a disability shall solely by reason of the student's 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. The regulations implementing Section 504 require that public schools provide a free and appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. ([34 CFR 104.33](#))

American with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all individuals the name, office address, and telephone number of the employee(s) designated pursuant to this paragraph." ([34 CFR 35.107](#))

Equal Educational Opportunities Act of 1974

The Equal Educational Opportunities Act of 1974 prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

Mass. General Laws Ch. 76, Section 5 (Chapter 622)

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of each public school on account of race, color, sex, religion, national origin, or sexual orientation."

Title I of the Elementary and Secondary Education Act of 1965

Title I of the Elementary and Secondary Education Act of 1965 is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special

education services. Also, school districts must ensure that Title I funds are not being misused.

McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.

Protection of Pupil Rights Amendment

This amendment is intended to protect the rights of parents and students by ensuring that schools make instructional materials available for inspection by parents if those materials will be used in connection with a U.S. Department of Education survey, analysis, or evaluation in which a student participates. Schools must obtain written parental consent prior to students being required to participate in any U.S. Department of Education survey, analysis, or evaluation that reveals income, political affiliations, sex behavior and attitudes, mental and psychological problems, illegal, anti-social, or self-incriminating behavior, religious practices, beliefs, or affiliations, legally recognized, privileged, or analogous relationships, or critical appraisals of other individuals with whom respondents have close family relationships.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act protects the privacy of a student's education records maintained by a school and gives parents and "eligible" students certain rights with respect to these records, including the right to inspect and review them, and to request that the school correct any inaccurate or misleading information. Schools may, however, disclose without consent, "directory" information such as a student's name, address, telephone number, and date/place of birth, honors and awards, and dates of attendance to various parties. Schools must inform parents and "eligible" students annually about "directory" information and allow them a reasonable amount of time to request that the school not disclose this kind of information about the student.

With regard to non-custodial parents and a child's education records, non-custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

- The parent has been denied legal custody or has been ordered to supervised visitations, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation

- The parent has been denied visitation
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record
- There is an order of a probate and family court judge, which prohibits the distribution of student records to the parent.

SHARON HIGH SCHOOL

Accreditation Statement

Sharon 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 postgraduate 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. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MASSACHUSETTS 01730-1433
617-271-0022
www.neasc.org

Sharon High School was last visited by the New England Association of Schools and Colleges in the spring of 2018. A summative copy of the visiting team's report is available at the high school.

**Sharon Public Schools
School/Community REPORTING FORM**

Directions: The Sharon Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. **If this incident represents an immediate danger, please report it to the police or call the school principal immediately.** This form can be completed anonymously by omitting the reporter's name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying. Administration may also make the decision to contact the police as the investigation proceeds.

(Note: Reports may be filed anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. You may also call in to the school number and use extension HELP (or 4357).

Check whether you are the:

Target of the behavior **Reporter, not the target**

Name Of Reporter/Person Filing the Report: _____

Date: _____

Telephone (optional) _____ E-mail (optional): _____

I am a: Student Parent/guardian Staff Member
 Administrator Other: _____

Name of student target: _____

Age: _____ Grade: _____

School: Cottage East Heights Middle High

Name(s) of alleged aggressor(s) (If known): _____

Age: _____ Grade: _____ School: Cottage East
Heights Middle High

Name(s) of witness(es) (If known):

Sharon Public Schools
School/Community REPORTING FORM (page 2)

Where did the incident(s) happen (choose all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> On school property | <input type="checkbox"/> Online/via technology |
| <input type="checkbox"/> Via text messaging | <input type="checkbox"/> On a school bus |
| <input type="checkbox"/> On the way to/from school activity | <input type="checkbox"/> At a school-sponsored activity |
| <input type="checkbox"/> At an event off school property | <input type="checkbox"/> Other: _____ |

In your opinion, what best describes what happened (Choose all that apply.):

- | | |
|--|--|
| <input type="checkbox"/> Teasing Damage | <input type="checkbox"/> Threat/Property |
| <input type="checkbox"/> Stalking | <input type="checkbox"/> Theft/Property Damage |
| <input type="checkbox"/> Social exclusion | <input type="checkbox"/> Intimidation |
| <input type="checkbox"/> Physical violence | <input type="checkbox"/> Public humiliation |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Other: _____ |

In your opinion, did the incident include any of the following (Choose all that apply.):

- | | |
|--|--|
| <input type="checkbox"/> Race, color, ethnicity or national origin | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Age |
| <input type="checkbox"/> Disability | <input type="checkbox"/> Gender discrimination |
| <input type="checkbox"/> Other: _____ | |

In your opinion, was there an imbalance of power that led to this incident?

- Older vs. younger child Social Status Other _____

What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)

Sharon Public Schools
School/Community REPORTING FORM (page 3)

Is there any documented proof (online printouts, pictures, writings) that will help the investigation? Please attach a copy if you can.

No documentation Yes I have it Yes it is attached

Did a physical injury result from this incident?

- No
- Yes, but it did NOT require medical attention
- Yes, and it DID require medical attention

Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Date received: _____

Administrative Action Taken by:

Name: _____

Signature: _____ Date: _____