



**DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING
AGENDA**

Monday, July 25, 2022

**Dennis-Yarmouth Regional High School Library
210 Station Avenue
South Yarmouth, Massachusetts 02664**

5:30 p.m.

THIS MEETING WILL ALSO BE ACCESSIBLE TO VIEW REMOTELY:

Channel 22 Live: <https://bit.ly/3IV5MVh>

YouTube Live: <https://bit.ly/3CGdOXR>

Members Present:

Mr. Joseph Tierney, Chairperson
Ms. Jeni Landers, Vice Chairperson
Ms. Jennifer Rose, Secretary
Mr. Tomas Tolentino, Treasurer
Mr. Phillip Morris
Mr. Joe Glynn
Ms. Marilyn Bemis

Administration

Mrs. Carol Woodbury, Superintendent of Schools
Mr. David Flynn, Assistant Superintendent for Finance and Operations
Mrs. Maria Lopes, Assistant Superintendent of Student Services and Instruction
Kristen Stagg, Student Representative to the School Committee

I. Open the Meeting (5:30 p.m.)

II. Reports

A. Policy Review Subcommittee (Enclosures)

- a. IHAM – Health Education – Update (2nd reading)
- b. IHB – Special Instructional Programs and Accommodations – Update (2nd reading)
- c. IHBEA – English Language Learners – Update (2nd reading)
- d. IMG – Use of Service Animals in School – Update (2nd reading)
- e. IMG A – Therapy/Emotional Support Dogs in Schools – Update (2nd reading)
- f. JB – Equal Educational Opportunities – Update (2nd reading)
- g. JCA – Assignment of Students to Schools – Update (2nd reading)

- h. JF – School Admissions – Update (2nd reading)
- i. JFABD – Homeless Students: Enrollment Rights and Services – Update (2nd reading)
- j. JFABE – Educational Opportunities for Military Children – Update (2nd reading)
- k. JFABF: Educational Opportunities for Children in Foster Care – Update (2nd reading)
- l. JH: Student Absences and Excuses – Update (2nd reading)
- m. JHD: Exclusions and Exemptions from School Attendance – Update (2nd reading)
- n. JICFA – Prohibition of Hazing – Update (2nd reading)
- o. JJA – Student Organizations – Update (2nd reading)
- p. JJH-R – Student Travel Regulations – Update (2nd reading)
- q. JLCB – Immunization of Students – Update (2nd reading)
- r. JLCC – Communicable Diseases – Update (2nd reading)
- s. IGA – Curriculum Development – Update (2nd reading)
- t. IGD – Curriculum Adoption – Update (2nd reading)
- u. JC – Attendance Areas – Update (2nd reading)
- v. JICH – Alcohol, Tobacco, and Drug Use by Students Prohibited – Update (2nd reading)
- w. JIH – Searches and Interrogations – Update (2nd reading)
- x. JRA – Student Records – Update (2nd reading)
- y. JRD – Student Photographs – Update (2nd reading)
- B. School Building Committee Report – Joseph Tierney
- C. School Committee Liaisons to the Boards of Selectmen
- D. Assistant Superintendent Report – David Flynn
 - 1. Food Service Pizza Procurement (Enclosure 2D1)
Motion: Move that the School Committee award a contract to Lupoli Companies – Sal’s Production, LLC of Salem, New Hampshire to supply pizza to the Food Service Department for the 2022-2023 school year at the rates specified in the July 25, 2022 memo from Rooney Powers included in this packet.
 - 2. Perkins Eastman Amendment #8 (Enclosure 2D2)
Motion: Move that the School Committee vote to approve Amendment #8 to the contract with Perkins Eastman, DPC in the amount of \$50,275 bringing the new total amount of the contract to \$9,170,305.00.
 - 3. Custodial Paper Supply Bid for FY 2023 (Enclosure 2D3)
Motion: Move that the School Committee award a contract to The Conlon Products, Inc. for our Custodial Paper Supplies in accordance with our bid specifications due June 17, 2022.
 - 4. Fire Alarm System Inspection, Service and Maintenance (Enclosure 2D4)
Motion: Move that the School Committee award a contract to Fire Equipment Inc. for our Fire Alarm System Inspection, Service and Maintenance in accordance with our bid specifications due June 20, 2022.
 - 5. Updated Dennis-Yarmouth Logos
- E. Superintendent Report – Carol Woodbury

III. School Committee Business (Enclosure 3)
 Consent Agenda

IV. Bills, Requisitions and Payroll

V. Calendars

VI. Public Comment

VII. Adjournment

**The items listed to be discussed are those reasonably anticipated by the Chair. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

***Please note: The timeframes listed above are intended to guide the School Committee in their work. It should be understood that the times are approximate, and therefore may occur earlier than noted; and may be taken out of order at the request of the Chair and a vote of the School Committee.*

Should there be a need for clarification on any of the aforementioned, please contact me prior to the meeting to allow sufficient time for further research if necessitated. Thank you. Carol A. Woodbury, Superintendent

Consent Agenda (Enclosure 3)

The Superintendent recommends the School Committee approve the following items as presented:

Donation:

Move to accept a donation of \$500.00 from The Friday Club to Dennis-Yarmouth Regional High School as per Dr. Funk's July 7th memo.

Surplus:

Move to declare as surplus several History and English books as per Dr. Funk's June 23rd memo.

Move to declare as surplus several old, rusted or broken student desks and chairs as well as a computer desk as per Mr. Crowell's July 20 memo.

Minutes

June 13, 2022

HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program will emphasize contemporary issues in the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

LEGAL REF.: M.G.L. 71:1

File: IHAM

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SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 71:1

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
 7/1/81
 603 CMR 28:00 inclusive

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school district's special education program are to allow each child to grow and achieve at their own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school district's non-academic and extracurricular activities.

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It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance.

SOURCE: MASC April 2019

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq.
603 CMR 28:00 inclusive

ENGLISH LANGUAGE LEARNERS

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

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

The District shall certify to the Massachusetts Dept. of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with the No Child Left Behind Act.

LEGAL REFS.: 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and
immigrant students contained in No Child Left Behind Act of 2001)
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

ENGLISH LEARNER EDUCATION

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

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

USE OF SERVICE ANIMALS IN SCHOOL

The Dennis-Yarmouth Regional School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Title II of the Americans with Disabilities Act and its implementing regulations found at 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent of Schools and must contain required documentation of vaccinations. This written request must be delivered to the Superintendent of Schools' Office at least 10 business days prior to bringing the service animal to school or to a school function.
2. Only a dog or a miniature horse may qualify as a service animal pursuant to Title II of the ADA. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal."
3. Owners of a service animal must provide annual proof that the animal is up to date on all of its required vaccinations as determined by the animal's veterinarian, or, if such proof is not available, then as determined by the school district's veterinarian of choice. In order to provide the required proof, the animal's veterinarian must certify in writing, signed by him/her, that all vaccinations are current.¹
4. All service animals must be spayed or neutered.²
5. All service animals must be treated for, and kept free of, fleas and ticks.³
6. All service animals must be kept clean and groomed to avoid shedding and dander.⁴
7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. The student's parent or legal guardian will be required to sign a waiver of liability prior to the service animal coming to the school or to the school sponsor's activity.
8. The animal must be "required" by the individual with a disability. The animal must be "individually trained" to do work or a task for the individual with a disability. The task performed by the service animal must address one of the following needs for the disabled individual: physical, sensory, psychiatric, intellectual and other mental disability.

¹ If the service animal does not meet this requirement at any time, the service animal may be removed by the school district. All costs associated with such removal and boarding, if necessary, will be borne by the owner of the service animal. The service animal will not be permitted to return to school property or any school activity until all costs associated with its removal have been paid.

² See Footnote #1.

³ See Footnote #1.

⁴ See Footnote #1.

9. For students on an IEP or 504 plan--if a request is made to allow the student to have a service animal at school or at a school-sponsored function, the IEP or 504 Team will consider the request, and whether it can provide services and/or accommodations that would serve the stated purpose of the service animal. If the Team determines that it can and proposes alternative accommodations and/or services, then the request to allow a service animal may be denied. This determination will be made on a case by case basis.
10. The school district is responsible for providing a safe learning environment for students, teacher and staff. If the presence of a service animal poses a health or safety risk to another member of the school community, as documented by a physician, the school will weigh the needs of all parties and will put forth a plan to provide reasonable accommodations. This scenario is most likely to be raised in the context of severe, life threatening allergies. The school district will assess each situation on a case by case basis and may exclude the service animal if the animal's presence poses a threat to the health, safety and well-being of anyone who will potentially come in contact with the service animal.
11. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions, will be handled on a case-by-case basis, considering:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
 - b. Whether the handler has sufficient control of the miniature horse.
 - c. Whether the miniature horse is housebroken.
 - d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
12. Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
 - a. The animal is out of control and the animal's handler does not take effective action to control it.
 - b. The animal is not housebroken.
 - c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
13. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.
14. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - a. The school district is not responsible for providing a staff member to walk the service animal "or to provide any other care or assistance to the animal.

- b. Students with service animals are expected to care and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.

LEGAL REF.: ADA Regulations, 28 CFR Part 35 (as amended, 2010)

Therapy/Emotional Support Dogs in Schools

The Dennis Yarmouth Regional School District supports the use of Social Emotional Support Dogs, Comfort Dogs, or Therapy Dogs in the school setting by educators or other qualified school personnel (“the Owner”). These dogs are not service dogs as defined by Massachusetts law or Title II or Title III of the American Disabilities Act (ADA). This policy addresses these non-service animals who provide companionship, comfort, affection and sometimes help with depression, anxiety, and certain phobias, but do not have the same specialized training to perform tasks that assist people with disabilities. This policy also addresses therapy animals who provide people with therapeutic contact, to improve their physical, social, emotional, and/or cognitive functioning.

Research has shown that Therapy/Emotional Support Dogs support psychological and academic growth while increasing social skills and self-esteem in children and adolescents. Therapy/Emotional Support Dogs have been trained to provide emotional support which positively impacts reading skills, emotional function, and communication skills. In addition, the use of Therapy/Emotional Support Dogs may decrease anxiety, improve self-esteem, and increase overall academic achievement in students.

Therapy/Emotional Support Dogs have been through training and are registered with the handler to provide support to identified activities and interactions within the school. The handler is with the dog at all times and assumes full responsibility for the dog’s care, behavior, and assessment of ability to interact with students.

Therapy/Emotional Support Dogs are family owned pets with the demonstrated temperament and obedience skills to make social/emotional support visits. Although a Therapy/Emotional Support Dog is a valued companion serving an important purpose, it is not considered a service animal under the law and will not be used in such capacity in the Dennis Yarmouth Regional School District. There is no legal right to have a therapy/support dog at school and the District reserves its right to rescind its allowance of a therapy/support dog at any time.

The educator or other qualified school personnel must obtain specific permission through a written request to the Superintendent at least ten (10) days in advance of the visit or start of an ongoing program, in conjunction with the School Principal to enter a Dennis Yarmouth Regional School building and to interact with Dennis Yarmouth students and/or staff.

The Therapy/Emotional Support Dog owner must provide written proof of training and endorsement as a handler of said animal by a Therapy/Emotional Support Dog organization, a current certificate of insurance of the owner, proof of all vaccinations required by Massachusetts Law signed by a practicing veterinarian in compliance with local ordinances and regulations, and copies of identification tags for the Therapy/Emotional Support Dog.

A Therapy/Emotional Support Dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the dog’s care, behavior, and suitability for interacting with students and others in the school while the dog is on school property.

Therapy/Emotional Support Dogs must be leashed at all times and the endorsed handler must be holding the leash at all times. If a request for a Therapy/Emotional Support Dog

is granted by the Superintendent or their designee, the owner of the Therapy/Emotional Support Dog is responsible for ensuring that the Therapy/Emotional Support Dog does not unduly interfere with school activities and is solely responsible for any damage to persons or school property caused by the Therapy/Emotional Support Dog. The Therapy/Emotional Support Dog must have appropriate identification identifying it as a therapy dog.

Exclusion or Removal from School District Property

A Therapy/Emotional Support Dog may be excluded from school district property if a School Principal in consultation with the Superintendent determines that the dog poses a threat to the health or safety of students and/or staff or detracts from the educational programs of the school or for any other reason determined valid by the District. The Therapy/Emotional Support Dog must not disrupt the educational process by barking, seeking attention, or any other behavior. Also, if any student or school employee assigned to a classroom in which a Therapy/Emotional Support Dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator. The Principal will confer with the Superintendent **before** acting. The handler shall immediately remove his/her Therapy/Emotional Support Dog from school property when instructed to do so by a district or school administrator.

Therapy/Emotional Support Dog Permission Form

The Dennis-Yarmouth Regional School District (“Dennis-Yarmouth”) supports the use of therapy dogs by teachers or other qualified school personnel (“Owner”) for the benefit of its’ students subject to the conditions of this policy. Any Owner wishing to use a therapy dog in the Dennis-Yarmouth Regional School District must read and sign this form prior to bringing a therapy dog to school.

Therapy Dog. A “therapy dog” is a dog that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to Dennis-Yarmouth students. Therapy dogs are not “service animals” as that term is used in the Americans with Disabilities Act. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the Owner and are not owned by the Dennis-Yarmouth.

Although “therapy animals” are not legally defined or protected, Dennis-Yarmouth recognizes the many benefits of animal assisted therapy in helping children with disabilities build self-esteem, reduce anxiety, and develop self-regulation.

Standards and Procedures. The following requirements must be satisfied *before* a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy dog to school must submit a written request to the Superintendent. The request must be renewed each school year or whenever a different therapy dog will be used. Before the Owner will be allowed to bring a therapy dog, the Owner must be given a copy of this form, which they must read, agree to, and sign before their request can be approved.

Training and Certification. The animal must be certified by a recognized organization such as Therapy Dog International. The Owner must submit appropriate certification as determined by the Superintendent. The certification must be current at all times.

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. Therapy dogs must be treated for, and kept free of, fleas and ticks. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog’s current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the Owner through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog’s safe, effective performance of its work or tasks. However, the therapy dog must be under the Owner’s control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Dogs. The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. Dennis-Yarmouth is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Areas. The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by Dennis-Yarmouth administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property, including proof that Dennis-Yarmouth is named as an additional insured on the policy.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- (1) The Owner does not have control of the therapy dog;
- (2) The therapy dog is not housebroken;
- (3) The therapy dog presents a direct or immediate health or safety threat to others in the school;
- (4) The therapy dog's presence otherwise interferes with the educational process; or
- (5) For any other discretionary reason consistent with this policy and Dennis-Yarmouth's responsibility to provide for the safety and education of its students, employees, and visitors. This includes the discomfort of students and employees for whom Dennis-Yarmouth is responsible.

The Owner shall be required to remove the therapy dog from the school premises immediately upon such a determination.

Allergies. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog.

Therapy Dog in Training. The requirements set forth herein shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

By signing below, I acknowledge that I have read, understand, and agree to the above language regarding bringing my therapy/emotional support dog to Dennis-Yarmouth.

Owner's Signature

Owner's Printed Name

Date

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

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

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

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

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

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Reviewed and Adopted with Revisions: May 20, 2019

EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC February 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves an exceptional child, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules, or an exceptional child is involved; or unless specific permission is granted by the School Committee.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75
Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74
Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JC, Attendance Areas

ASSIGNMENT OF STUDENTS TO SCHOOLS

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves a hardship case or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, or for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents/guardians wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit school students to take courses not offered in their assigned schools.
5. Through the intra-district school choice process providing space is available and the application is approved by the Principal and Superintendent.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules or a hardship is involved; or unless specific permission is granted by the Superintendent.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JC, Attendance Areas

SCHOOL ADMISSIONS

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

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration.

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice

SCHOOL ADMISSIONS

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

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

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A
603 CMR 26.00

CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Immunization of Students
JFBB, School Choice
JFABD, Homeless Students: Enrollment Rights and Services
JFABE, Educational Opportunities for Military Children
JFABF, Educational Opportunities for Children in Foster Care

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES McKinney-Vento

To the extent practical and as required by law, the Dennis-Yarmouth Regional School District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including ELL pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

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

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

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing.

Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the students is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the cost equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C
 No Child Left Behind Act, 2002

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth¹ (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

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

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin Essentially this is almost all new from this point forward.

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts

¹ "A homeless child or youth not in the physical custody of a parent or guardian." 42 USC §11434a.

will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

² Translation of communications of this type is required by Title I, among other laws. See, e.g. 20 USC § 6312.

³ Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

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

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

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

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

Adopted: September 17, 2018

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The ~~district~~ believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or ~~guardians'~~ military deployment.

Definitions

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

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

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

This definition of Eligible Students is reworded

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

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

• In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

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

LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

Education Opportunities for Children in Foster Care

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

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

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

LEGAL REFS: *Every Student Succeeds Act* (ESSA);
Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

Adopted: September 17, 2018

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

Reworded

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

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

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

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);
 Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering
 Connections Act)

SOURCE: MASC October 2019

FILE: JH – STUDENT ABSENCES AND DROP OUT PREVENTION

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

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

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

Student Absence Notification Program

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

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school’s attendance team is charged with preventing chronic absenteeism. If your child is in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student’s parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student’s parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within

five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

LEGAL REFS.: M.G.L. 76:1, 76:1B, 76:16; 76.18; 76.20

Reviewed and Adopted with Revisions: February 25, 2019

STUDENT ABSENCES AND DROP OUT PREVENTION

Students who are absent from school are not experiencing the curriculum and instruction that will help prepare them for success. As part of the Massachusetts accountability system each district is required to improve performance in absenteeism rates. Specifically, the state is most concerned with the number of students who are considered to be chronically absent, meaning that they missed 10 percent or more of their days of enrollment in a public school. **(Example, a student who enrolls in the district with only 60 days left in the school year and is absent 6 of those days is considered chronically absent.)** The reason for the absence is irrelevant. A school day shall be equal to two (2) or more class periods in the same day.

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

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

Student Absence Notification Program

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

Each Principal or designee will notify families when a student has missed 4, 8, and 12 absences within a school year. Each school's attendance team is charged with preventing chronic absenteeism. If your child is in danger of being chronically absent the team will contact the family to set up a meeting. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student (when appropriate), and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health, and human service housing and non-profit agencies.

Dropout Prevention

Students who attend school regularly are less likely to drop out. It is important that every student receive a high school diploma to be prepared for success in life. No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times

within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

Reviewed and Adopted with Revisions: February 25, 2019

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

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

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

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

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

Having been expelled during the same school year from this District or any district in the Commonwealth;

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

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

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B
603 CMR 26:00

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission (Does not include expulsion.)

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

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

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

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

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

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

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B
603 CMR 26:00

School Discipline Law (Chapter 222)

This law allows students who are excluded from school or facing exclusion to make academic progress during the period of their exclusion through alternative education programs and services provided by the school district.

This law also improves the fairness of the discipline process, and reduce the number and duration of school exclusions.

The underlying principle of the law and regulations is to make exclusion from school a last resort, especially for all but the most serious offenses. Central to the new law and regulations is the requirement that for all offenses, if a student is to be excluded for more than 10 consecutive school days, the school district must offer the student alternative education services. In addition, for all offenses, during the first 10 days of exclusion, schools are required to assist the student to make academic progress despite absence from classes. The law and regulations also require the Department of Elementary and Secondary Education to collect additional school discipline data from school districts, post the data, analyze the data, and follow up when schools exclude high numbers of students and when students of color or students with disabilities are disproportionately disciplined.

CHAPTER 222 OF THE ACTS OF 2012
AN ACT RELATIVE TO STUDENTS' ACCESS TO EDUCATIONAL SERVICES
AND EXCLUSION FROM SCHOOL

~Fact Sheet~

Student Access to Educational Services

- Provides that schools are responsible for ensuring that students who are excluded from school are able to continue to make academic progress during the period of exclusion.
- Requires schools to create a “school-wide education service plan” to ensure that students who are excluded for more than 10 consecutive days have access to some form of alternative educational services. Such services *may* include tutoring, alternative placement, Saturday school, and online or distance learning. Any school that excludes a student for more than 10 days must provide the student and his parent or guardian with a list of available alternative educational services.
- Allows for instructional costs associated with providing alternative educational services to excluded students to be eligible for reimbursement through the circuit breaker, provided that such costs exceed the same threshold provided under the current circuit breaker formula. The department is required to submit an annual report to the legislature on the cost of reimbursing school districts for alternative education services through the circuit breaker.

State Oversight & Responsibility for School Exclusions

- Requires districts to annually report data on all student suspensions and expulsions, regardless of duration or type, to the department of elementary and secondary education. The department is required to publish an annual report containing de-identified, district level data on student suspensions and expulsions.
- Requires the commissioner of elementary and secondary education to investigate any school district that excludes a significant number of students for more than ten cumulative school days and, as appropriate, make recommendations to the district for systemic change.

Exclusion Procedures for Non-serious Offenses

- Establishes a new section under chapter 71 – Section 37H³/₄ – which outlines a system of due process procedures that school administrators must follow when suspending or expelling a student for a *non-serious offense* (i.e. an offense that does not involve drugs, weapons, violence or criminal activities, which are currently covered under sections 37H and 37H¹/₂ of chapter 71).

The system of due process under this new section provides that:

- Students who are excluded for a non-serious offense shall receive notification and have the opportunity to meet with the principal prior to the exclusion taking effect.
- Principals must make every effort to ensure that parents are included in such student exclusion meetings. The department will promulgate regulations regarding the principal's duties and the procedures for including parents in such meetings.
- Students excluded for more than 10 school days (for a non-serious offense) shall have the right to appeal the decision to the superintendent.
- No student shall be excluded (for a non-serious offense) for a time period that exceeds 90 school days.
- Principals must notify the district superintendent before imposing an out-of-school suspension on any student in grades k-3.
- Principals must exercise discretion when making disciplinary decisions, consider ways to re-engage the student in the learning process, and avoid using expulsion as a consequence until other remedies and consequences have been employed.

Student Attendance & Dropouts

- Removes certain employment exemptions under section 1 of chapter 76 which currently allow a 14-16 year old student to drop out of school.
- Requires each school district to establish a "pupil absence notification program" to ensure that schools notify parents if their child is absent from school and the school has not received notification of such absence from the parent within 3 days. Each school district is also required to have a policy of notifying parents if their child has 5 or more unexcused absences in a year. Such policy shall provide that the principal must make a reasonable effort to meet with the parents of a child who has 5 or more unexcused absences for the purposes of developing action steps to improve the student's attendance.
- Reduces both the number of consecutive absences that triggers a dropout notice to parents from 15 to 10, as well as the number of days in which said notice must be sent to parents from 10 days to 5 days.
- Provides that if a student wishes to permanently leave school before graduating, then he or she must first participate in an "exit interview" with the school superintendent, relevant school staff, and their parents in order to discuss the student's reasons for leaving school. During such exit interview, the student shall be given information about the detrimental effects of early withdrawal, the benefits of earning a diploma, and available alternative education programs. The department of elementary and secondary education shall be required to develop a model protocol for conducting exit interviews with students, and must compile and maintain a list of research and information relative to the consequences of dropping out of school.

Implementation & Effective Date

- Requires the department of elementary and secondary education to report on the overall costs of implementing the legislation by November 30, 2013.
- Provides that sections 1 through 10 of the bill shall take effect on July 1, 2014 – allowing school districts 2 years to plan for implementation.

3 Common Misconceptions

#1. The legislation limits the duration of all student exclusions from school, regardless of the nature or severity of the student's misconduct.

The legislation imposes a 90-day limit on student exclusions for non-serious offenses only – that is, for incidents that are not related to drugs, weapons, violence, or criminal activity. This limit does not apply to students who are suspended or expelled for a violation of sections 37H or 37H½ of chapter 71, which include incidents involving drugs, weapons, violence, and criminal activity. In other words, school administrators will still have the authority under the new law to suspend or expel a student indefinitely for violence, weapons, or drug-related activities that threaten school safety and inhibit the learning environment.

#2. The legislation limits a principal's ability to remove students from school

Under the new law, principals will continue to have broad discretion to suspend or expel a student from school – the legislation does not change or undermine this authority in any way. Rather, it outlines a system of due process procedures that school administrators must follow if and when they decide to suspend or expel a student from school for a non-serious offense. These procedures reflect the same due process protections that are currently provided to students who commit more serious offenses under sections 37H & 37H½, such as offenses involving drugs, weapons, violence, or criminal activity. This legislation simply extends similar due process protections to students who are suspended or expelled for a non-serious offense.

#3. The legislation requires every school to develop a separate alternative education program for suspended or expelled students

Under the new law, principals are responsible for ensuring that students who are excluded from school have the opportunity to make academic progress during the period of their exclusion. The law specifically states that principals must develop a school-wide education service plan that addresses the school's strategy for ensuring that students who are excluded for more than 10 days are able to access some form of alternative education services. The legislation states that a school-wide education service plan *may* include tutoring, alternative placements, Saturday school, and online or distance learning; however, it does not require schools to provide these services. Schools will have the flexibility to determine the types of alternative options it will provide to excluded students and

the method of delivering such services. Therefore, while a school may choose to establish a separate alternative education program as a means of providing educational services to excluded students, it is not required to do so under the new law.

PROHIBITION OF HAZING

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

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

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

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

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

LEGAL REF.: M.G.L. 269:17, 18, 19

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

SOURCE: MASC February 2019

LEGAL REF.: M.G.L. 269:17, 18, 19

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see also Policy JICF).

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will relate to the subject matter covered by the curriculum. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school, the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the appropriate District administrator for review of the Principal's decision.

LEGAL REF.: 603 CMR 26.06

STUDENT ORGANIZATIONS

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The formation of any student organization that may engage in activities of a controversial nature shall require approval by the principal and superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

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SOURCE: MASC February 2019

CROSS REF: JICF, Gang Activities/Secret Societies

LEGAL REF.: 603 CMR 26.00

STUDENT TRAVEL REGULATIONS

1. Transportation

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

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

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

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

2. Trip Scheduling

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

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

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

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

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

3. Fundraising

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

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

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

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA)
<http://www.fmcsa.gov>

United Motorcoach Association – Student Motorcoach Travel Safety Guide (includes “Motorcoach Safety Checklist”)
<http://www.uma.org/consumerhelp/studentguide.asp>

Department of Defense’s approved list of motor carriers
<http://www.mtmc.army.mil/content/504/approvedlist.pdf>

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

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

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www.fmcsa.dot.gov

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www.uma.org/consumer/student-transportation/

Department of Defense’s approved list of motor carriers

www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf

SOURCE: MASC February 2019

CROSS REFS.: IJOA, Field Trips
ADDA Background Checks

LEGAL REFS.: M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

IMMUNIZATION OF STUDENTS

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

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 76:15

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

LEGAL REF.: M.G.L. 71:55

COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

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SOURCE: MASC February 2019

LEGAL REF.: M.G.L. 71:55

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

File: IGA**CURRICULUM DEVELOPMENT**

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SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

LEGAL REF.: M.G.L. 71:1; 69:1E

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The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC April 2019

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

DY

File: JC

ATTENDANCE AREAS

Attendance areas for the various schools of the town will be drawn up by the Superintendent and approved by the School Committee. The primary considerations that govern the establishment of a school attendance area are school capacity and transportation considerations. Generally, students will attend the school in the attendance area in which they live.

In establishing an attendance area, the following general guidelines will also be applied:

1. Use of safe walking conditions consistent with the Committee's transportation policies; where possible, major traffic thoroughfares and natural barriers will be used for boundaries.
2. Honoring community of interest; where possible, school attendance zones will incorporate community patterns.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee may confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
 Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75
 Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74
 Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JCA, Assignment of Students to Schools

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In establishing an attendance area, the Committee will take into consideration safe walking conditions consistent with the Committee's transportation policies.

From time to time an overcrowded condition in an existing school, the development of new residential areas, or the opening of a new school may require the establishment or change of previously established school attendance areas.

The Committee will confer with community representatives prior to setting new attendance lines. However, the Committee's primary basis for judgment must be equality of educational opportunity for all students rather than the personal desires of any one group.

The Superintendent is authorized to make exceptions to attendance lines for individual children in the best interests of the student and/or the school.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J
603 CMR 17.00
603 CMR 26.00

CROSS REF.: JCA, Assignment of Students to Schools

DY

File: JICH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

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

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

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

SOURCE: MASC February 2018

LEGAL REFS: M.G.L. 71:2A; 71:96; 71:97; 272:40A

CROSS REFS: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

Reviewed and Adopted with Revisions: September 17, 2018

File: JICH

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Verbal Screening

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SOURCE: MASC February 2019

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited
GBEC, Drug Free Workplace Policy
GBED, Tobacco use on School Property by Staff Members Prohibited
IHAMB, Teaching About Drugs, Alcohol, and Tobacco

SEARCHES AND INTERROGATIONS

Searches by Staff

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

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

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

Interrogations by Police

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

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

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SOURCE: MASC February 2019

DY

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

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

- LEGAL REFS:
- Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended
 - P.L. 103-382, 1994
 - M.G.L. 66:10 71:34A, B, D, E, H
 - Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
 - 603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12 also
 - Mass Dept. of Elementary and Secondary Education publication Student Records: Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

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 603 CMR 23.00

SOURCE: MASC February 2019

CROSS REF: KDB, Public's Right to Know

STUDENT PHOTOGRAPHS

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

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

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

The purpose of the policy is to:

Enhance the safety of students through visual identification in an emergency situation.

Facilitate the social, educational, and administrative activities conducted in the school.

Provide a service to parents and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

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LEGAL REF.: M.G.L. 30B:1(b)(31)

SOURCE: MASC February 2019



Dennis-Yarmouth Regional School District

296 Station Avenue, South Yarmouth, MA 02664

Phone: (508) 398-7600 Fax: (508) 398-7622

Enc.
201

DATE: JULY 25, 2022

TO: CAROL WOODBURY, SUPERINTENDENT OF SCHOOLS
DENNIS-YARMOUTH REGIONAL SCHOOL COMMITTEE

FROM: ROONEY POWERS, DIRECTOR OF FOOD SERVICE

RE: FOOD SERVICE PIZZA PROCUREMENT

Specifications were prepared by the DYRSD Food Service department for pizza as part of the school lunch program and one vendor responded. Based upon a review of the bid proposal, I recommend the School Committee award a contract to Lupoli Companies – Sal's Production, LLC of Salem, New Hampshire to provide pizza for the 2022-2023 school year.

Vendor: Lupoli Companies – Sal's Production, LLC
83 North Broadway
Salem, New Hampshire 03079

Price: 17 inch, 10 slice pizza = \$7.60 per each par baked pizza
17 inch, 8 slice pizza = \$7.60 per each par baked pizza

Motion: I move that the School Committee award a contract to Lupoli Companies - Sal's Production, LLC of Salem, New Hampshire to supply pizza to the Food Service department for the 2022-2023 school year at the rates specified above.

RP/lk

A handwritten signature in pink ink, appearing to be "RP".

Enc 202



Dennis-Yarmouth Regional School District

296 Station Avenue, South Yarmouth, MA 02664

David M. Flynn

Assistant Superintendent for Finance and Operations

Phone: (508) 398-7600 Fax: (508) 398-7622

DATE: July 25, 2022

TO: Carol Woodbury, Superintendent of Schools
Dennis-Yarmouth Regional School Committee

RE: Perkins Eastman Amendment # 8

The DYIMS Building Committee is in support of including a restroom facility adjacent to the new athletic fields. This increased scope will include additional architectural design, permitting, landscape design, plumbing and civil engineering services to reflect this change. Attached is Amendment # 8 to our contract with Perkins Eastman in the amount of \$50,275 for these changes in the design work.

Motion:

I move that the School Committee vote to approve **Amendment # 8** to the contract with **Perkins Eastman, DPC** in the amount of **\$50,275** bringing the new total amount of the contract to **\$9,170,305.00**.

DMF

ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 8

WHEREAS, the Dennis Yarmouth Regional School District ("Owner") and Perkins Eastman, DPC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the Mattacheese Middle School

WHEREAS, effective as of July 16, 2022 the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.
2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:	Original Contract	After this Amendment
Design Development Phase	<u>\$2,200,000.00</u>	<u>\$2,200,000.00</u>
Construction Document Phase	<u>\$2,660,000.00</u>	<u>\$2,660,000.00</u>
Bidding Phase	<u>\$ 710,000.00</u>	<u>\$ 710,000.00</u>
Construction Phase	<u>\$3,040,000.00</u>	<u>\$3,040,000.00</u>
Completion Phase	<u>\$ 225,000.00</u>	<u>\$ 225,000.00</u>
DOER Technical Grant	<u>\$ 12,500.00</u>	<u>\$ 12,500.00</u>
Geo-Tech and Soil Services	<u>\$ 100,000.00</u>	<u>\$ 100,000.00</u>
Athletic Field Design & CA	<u>\$ 141,510.00</u>	<u>\$ 191,785.00</u>
Traffic Light Warrant Analysis	<u>\$ 31,020.00</u>	<u>\$ 31,020.00</u>
Total Fee	<u>\$9,120,030.00</u>	<u>\$9,170,305.00</u>

This Amendment is a result of: Request from the Dennis Yarmouth Regional School District to add toilets at the athletic fields, including permitting requirements (Mass DEP).

3. The Construction Budget shall be as follows:

Original Budget:	<u>\$93,744,492.00</u>
Amended Budget	<u>\$93,744,492.00</u>

Amendment to Designer Contract

4. The Project Schedule shall be as follows:

Original Schedule:

Occupancy January 2023

Amended Schedule

No Change

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

DESIGNER

(print name)

Daniel T. Colli, AIA

(print title)

Principal

By _____

(signature)

By _____

Date: _____

Date: December 30, 2021

July 14, 2022

Chad Crittenden
PMA Consultants
35 Braintree Hill Office Park, Suite 300
Braintree, MA 02184

Re: DYIMS: Restrooms at athletic fields

Dear Chad,

On behalf of TLA, GGD, CDW, VAV and PE, please find our proposal to add male and female toilet rooms to the scope of the athletic fields project, and to perform permitting tasks required in order to obtain Mass DEP approval of the proposed sewer flow calculations.

Scope of Services:

Hardscape and Layout Plan: TLA will prepare a layout and hardscape plan showing the location of the new prefabricated restroom building to be coordinated and located on site with the design, construction and owner team. The new restroom facility will include the following:

- o One male Urinal
- o One male ADA accessible water closet
- o One male sink
- o One female water closet
- o One female ADA accessible water closet
- o One female sink
- o Separate utility access

TLA will provide improvements and changes to the surrounding pavement areas and walkway connections.

Civil, MEP drawings: CDW will prepare updated grading and drainage plans, layout and materials plans, utilities plans, and details; GGD will provide updated electrical site plans and relevant electrical drawings; VAV will provide updated plumbing plans.

Plans will show any changes to the construction documents including amenities, lighting and other site elements.

Building Details: TLA will provide details for the Restrooms including finishes for roof, walls, floors, dividers, sinks, toilets, hand dryers, doors, and finishes.

Technical Specifications: TLA to provide specifications for the new restrooms.

Construction Administration: Review and coordination of the prefabricated building submittal and site review of the building installation.

Deliverables:

- o Draft Landscape Plans for Design team and Owner review
- o Final Civil, LA, Electrical and Plumbing Plans for the contractor to price. (includes modified electrical and plumbing site plans, schedules etc)
- o Updated stormwater report and drainage design (CDW)
- o Documents for Mass DEP permit application (CDW).

Perkins Eastman
Architects DPC

PERKINSEASTMAN.COM

Boston
Charlotte
Chicago
Dallas
Dubai
Guayaquil
Los Angeles
Mumbai
New York
Pittsburgh
San Francisco
Shanghai
Stamford
Toronto
Washington DC

FEE

For the above scope, we suggest an additional fee of \$50,275 (Fifty thousand two hundred seventy five dollars and no cents), including the contractual +10% subconsultant fees for PE to cover Project Management and administration.

The breakdown of the proposed fee by consultant and scope described above is as follows:

CDW	\$16,850
TLA	\$15,000
GGD	\$ 5,000
VAV	\$ 3,400
PE	\$ 6,000
<u>%PE markup on cons.</u>	<u>\$ 4,025</u>
TOTAL	\$50,275

We appreciate the opportunity to continue to be of service to the Dennis Yarmouth Regional School District. If this proposal meets your expectations, please sign below and return to me.

Best Regards,

PERKINS EASTMAN, DPC



Daniel T. Colli, AIA, LEED AP BD&C
Principal

* Information and recommendations developed are based on sources deemed reliable, including the CDC and OSHA. Perkins Eastman & its consultants makes no guarantees, representations or warranties of any kind, expressed or implied, regarding the information, suggestions, or recommendations, including, but not limited to, warranties of content, accuracy and reliability. There is no guarantee that implementing these re-entry measures will decrease or eliminate the risks of spreading infectious disease and viruses. Each district's plan for coming back to school is at its own risk and must be tailored to its own discretion, criteria, values, tolerance of risk, and the needs of its staff, students, parents, invitees and guests. The various requirements for re-entry plans will be dictated by federal, state, city and/or local level governments and each district will have to operate in compliance with applicable laws, codes, rules and regulations. Because requirements and guidelines are constantly changing, districts must monitor developments including developments in scientific studies, and consult with its legal counsel and insurance advisors for advice based on its own specific circumstances regarding school re-entry plans.
CC: Robert Bell, Steven Holmes

ACCEPTED BY:

NAME / TITLE

DATE

Attachments:

- Traverse proposal dated July 14, 2022
- CDW engineering proposal dated July 13, 2022
- GGD engineering proposal dated 07-12-22
- VAV engineering proposal dated 07-08-22



TRAVERSE

landscape architects

July 14, 2022

Mr. Daniel Colli
Perkins Eastman
20 Ashburton Place
Boston, MA

RE: Professional Landscape Architectural Services for Design through Construction Administration of added landscape scope at the athletic fields and along the School Administration Building at the newly proposed Dennis Yarmouth Intermediate School.

Dear Mr. Colli:

Traverse Landscape Architects Athletics is pleased to offer this proposal for landscape architectural design services for the above mentioned project.

I PROJECT UNDERSTANDING

It is our understanding that we will be working directly for Perkins Eastman. This proposal is for Design through Construction Administration for additional landscape required based on the Owner directed clearing outside of the contract documents.

II ASSUMPTIONS

- Same as Base Contract

III EXCLUSIONS

- Grading and Drainage, Utilities (water/sewer), structural engineering and electrical changes are not included in this proposal All exclusions outlined is assumed to be provided by others.
 - Permitting changes are not included in this proposal.

IV SCOPE OF SERVICES

~~Task 1 - Landscape Changes to Accommodate New Sign~~

- ~~1.1 **Landscape Plan:** TLA will prepare a planting plan, loam and seed notes, and any notes for clearing existing trees located at the area along Station Ave in front of the Central Administration Office at the proposed school sign. We assume one submission for Owner review and one final submission for the Contractor.~~
- ~~1.2 **Details:** No change to base contract.~~
- ~~1.3 **Technical Specifications:** No change to base contract.~~
- ~~1.4 **Project Administration/ Coordination:** TLA will review a change order from the contractor and provide the design team with our recommendation.~~
- ~~1.5 **Construction Administration:** No change to base contract. TLA assumes plant tagging and installation, provisional and final acceptance will be at the same time as original contract. No additional site visits required.~~

~~Deliverables:~~

- ~~▪ Draft Plans for Design team and Owner review~~
- ~~▪ Final Plans for the Contractor to provide a change order~~

Services:

~~Change order review~~

Task 2 - Locate and specify a new Restroom facility near the new Synthetic Turf Athletic fields

- 2.1 **Hardscape and Layout Plan:** TLA will prepare a layout and hardscape plan showing the location of the new prefabricated restroom building to be coordinated and located on site with the design, construction and owner team. The new restroom facility will include the following:
- 2.1.1 One male Urinal
 - 2.1.2 One male ADA accessible water closet
 - 2.1.3 One male sink
 - 2.1.4 One female water closet
 - 2.1.5 One female ADA accessible water closet
 - 2.1.6 One female sink
 - 2.1.7 Separate utility access
- TLA will provide improvements and changes to the surrounding pavement areas and walkway connections. Plans will show any changes to the construction documents including amenities, lighting and other site elements.
- 2.2 **Details:** TLA to provide details for the Restrooms including finishes for roof, walls, floors, dividers, sinks, toilets, hand dryers, doors, and finishes.
- 2.3 **Technical Specifications:** TLA to provide specifications for the new restrooms.
- 2.4 **Construction Administration:** Review and coordination of the prefabricated building submittal and site review of the building installation.

Deliverables:

- Draft Plans for Design team and Owner review
- Final Plans for the Contractor to provide the change order

V FEES

Our fee structure for the above-outlined scope of work is as follows:

Task 1 - Construction Documents Change	\$1,200
Task 2 -Locating Bathrooms at the new Synthetic Turf athletic fields	\$15,000
Total:	\$16,200 \$15,000

Additional services, if required and approved, will be by supplemental agreement or billed at the following hourly rates:

Principal	\$125
Senior Associate	\$105
Associate	\$ 95
Senior Landscape Designer	\$ 85
Landscape Designer	\$ 75
Visualization	\$ 85
Clerical	\$ 45

If this proposal is acceptable to you, kindly indicate so by signing in the space provided and returning a copy to me. We will begin work immediately upon receipt of notification to proceed.

Traverse Landscape Architects appreciates this opportunity to be of service to Perkins Eastman. If you have any question or comments, please feel free to give me a call at (401) 383-4950.

Sincerely,
Traverse Landscape Architects, LLC



Kris M. Bradner
Principal

Accepted for
PERKINS EASTMAN

Authorized Signature

Date

Please Print Name



CDW CONSULTANTS, INC.
CIVIL & ENVIRONMENTAL ENGINEERS

July 13, 2022

Mr. Andrew Hazelton
Perkins Eastman
20 Ashburton Place Floor 8
Boston, MA 02108

RE: Additional Professional Civil Engineering Services for
Dennis-Yarmouth Intermediate/Middle School
296 Station Ave, South Yarmouth, MA

Dear Mr. Hazelton:

CDW Consultants, Inc. (CDW) is pleased to present Perkins Eastman with our proposal for additional civil engineering services for the Dennis-Yarmouth Intermediate/Middle School on Station Ave in South Yarmouth, MA. This proposal is for design services to support the construction of a bathroom building, to be located in the general vicinity of the two rear athletic fields. Our proposal includes a Scope of Services, Schedule of Services, Fee for Services, Additional Services, Assumptions, and Terms of Conditions.

SCOPE OF SERVICES

Task 1. Conceptual Planning

CDW will assist the project team with developing a conceptual plan for the new bathroom building, including general layout and grading, civil/site construction details, as well as potential modifications to stormwater drainage design, and the site utilities. Upon completion of the conceptual plan CDW will start preliminary discussions with MassDEP to determine the regulatory requirements to permit the new bathroom building. It is anticipated that at a minimum a modification permit "WP68: Treatment Works Plan Approval for New/Modified Facility associated with Groundwater Discharge Non-Industrial or Reclaimed Water Use Permits" will be required. Based on the discussions with MassDEP, new sewer flow calculations, and acceptance of the conceptual layouts, CDW will proceed with the refinement of the conceptual plans into a Construction Document plan set showing the proposed improvements for the bathroom building.

Task 2. Construction Documents

CDW will prepare final construction drawings for the civil site improvements associated with the bathroom building, incorporating comments received during the Task 1. CDW will update the current stormwater report and drainage design, to account for and mitigate and new increases in stormwater runoff. The Construction Documents for the new bathroom building will include layout and grading, construction materials, construction details, stormwater drainage, and new utilities to servicing the new



building. CDW will also update the construction specifications previously prepared for this project to capture additional requirements that may be introduced with this design scope. We anticipate the new plan set will include the following sheets, limited to the general area of the bathroom building improvements:

- Layout and Materials Plan;
- Grading & Drainage Plans;
- Utilities Plans; and
- Details

Upon completion of the construction documents, CDW will prepare the MassDEP permit and submit a permit application package along with the construction documents to MassDEP for approval.

SCHEDULE OF SERVICES

CDW will commence work on this project upon receipt of written authorization and will proceed in accordance with the project schedule.

FEE FOR SERVICES

For this project, as defined in SCOPE OF SERVICES, compensation shall be a lump sum fee, to be billed at 100% at the completion of this additional service.

Task 1. Conceptual Planning	\$ 5,850
Task 2. Construction Documents	\$11,000
TOTAL LUMP SUM FEE	<u>\$16,850</u>

ADDITIONAL SERVICES

Additional work will be completed at our standard labor rates plus approved expenses upon written authorization to proceed.

ASSUMPTIONS

CDW assumptions for this project include:

1. The fee estimate includes only those items and to the extent defined herein, CDW may request an additional fee for any additional changes not covered by this scope.
2. There are no buried hazardous materials or contaminated soils in the project area. The Scope of Services does not include investigation to identify, or design services to mitigate, the presence of hazardous materials. If buried hazardous materials or contaminated soils are encountered in the project area, CDW can provide a separate fee proposal for hazardous materials.
3. Retaining walls which require a stamped structural engineered plan are not include in the Scope of Services.



- 4. Landscaping or site lighting plan changes are not included in CDW scope.
- 5. No new Existing Conditions or Demolition and Erosion Control Plans will be revised or reissued.
- 6. Permit preparation is limited to MassDEP WP68 or similar. If multiple permits or a significantly different permit type is required CDW will request an additional fee.
- 7. All drawing reproduction will be conducted by the Client.

TERMS AND CONDITIONS

CDW will accept applicable Terms and Conditions of the Contract for Designer Services (i.e. the Prime Agreement) between the Dennis-Yarmouth School District and Perkins Eastman.

If you have any questions, please do not hesitate to contact Eric Wilhelmsen at extension 26. We look forward to working with you on this important project. Thank you for your confidence in CDW Consultants, Inc.

Very truly yours,

Eric Wilhelmsen
Associate Principal

AGREED AND ACCEPTED

By: _____

Date: _____

VAV International, Inc. *Consulting Mechanical Engineers*

400 WEST CUMMINGS PARK S-4700 WOBURN MASSACHUSETTS 01801 T.781.935.7228 F.781.935.1822 WWW.VAVINT.COM

To: **Andy Hazelton**
Perkins Eastman
20 Ashburton Place
Boston, MA 02108

Date: 07/08/2022

Re: DYMS Restroom at New Fields

Thank you for this opportunity to submit a Plumbing engineering proposal:

A. Scope:

1. Submit Engineered plumbing drawings for pricing and permit.
2. Submittal review
3. Site Visit

B. Fee:

1. We propose a fixed amount fee of \$3,400.

Sincerely,



Semoon Oh, PE, Principal



GGD Consulting Engineers, Inc.
 375 Faunce Corner Road, Suite D
 Dartmouth, MA 02747

REQUEST FOR ADDITIONAL SERVICES

L# 81121

DATE: July 12, 2022 **ATTN:** Andrew Hazelton, Senior Associate

TO: Perkins Eastman

PROJECT: Dennis-Yarmouth Intermediate/Middle School Athletic Field Prefabricated Building for Restrooms Yarmouth, MA **PRINCIPAL:** David M. Pereira, P.E.

GGD JOB #: 685 005 00.00 **PROJ. MGR:** David M. Pereira, P.E.

CLIENT TASK#

FEE BASIS: Lump Sum Fee

ESTIMATED COST FOR CHANGES: \$5,000.00 (Five Thousand Dollars)

DESCRIPTION OF "ADDITIONAL SERVICES" REQUIRED:

Additional Electrical and Heating and Exhaust Ventilation systems engineering to provide electrical power wiring, lighting, heating (if required) and exhaust ventilation requirements for the Prefabricated Restroom Building to be located on the Athletic Field.

Our project manager and/or engineering staff will attend the necessary coordination meetings virtually to discuss the restroom building.

Bidding and Construction Administration phase services are included in the original proposal.

THE ABOVE ADDITIONAL WORK WILL NOT BE STARTED UNTIL WRITTEN AUTHORIZATION IS RECEIVED. REQUEST FOR ADDITIONAL SERVICE VALID FOR 90 DAYS.

ADDITIONAL SERVICES APPROVED BY: _____

DATE:

SEND FOR OFFICE ONLY:

CC: PRINCIPAL, PROJECT MGR., ACCOUNTING, CORRESPONDENCE

254/255 CODE: _____

ENC
203

DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT

DATE: July 1, 2022
TO: David Flynn, Asst. Superintendent for Finance & Operations
School Committee
FROM: Sandra Cashen, Facility Manager
RE: Invitation to Bid for Custodial Supplies

An Invitation to Bid for Custodial Supplies was sent out on May 25, 2022 and due June 17, 2022 for Custodial Paper Supplies.

We received (1) bid: Conlon Products, Inc. 70 Shephard Street, Lawrence, MA 01843

Item Description	Estimated Quantity <i>These were quantities pre/COVID from our current vendor</i>	2022-2023
Paper Towels 8" white embossed TAD roll towel, 950' minimum, 1.75 core, roll diameter 8.1 max. 6 rolls/case, roll weight 3.70 lbs.	500 cases (6/case) \$79.00/cs	\$39,500.00
Toilet tissue 9" JRT JR 2 ply, 1000'/roll, 12 rolls/case, 1.75 lbs./roll	360 cases (12/case) \$27.00/cs	\$ 9,720.00
Trash bags 33x39 black, 22 microns, coreless roll, star seal, 250/cs 19.4 lbs./case	360 cases (250/case) \$35.10/cs	\$12,636.00
Trash bags, 38x58 black, 40 microns, coreless roll, star seal, 100/cs 23.7 lbs./case	480 cases (100/case) \$34.38/cs	\$16,502.40
Foam Hand Soap 1000 ml Universal Fragrance and Dye Free	180 cases (6/case) \$46.20/cs	\$ 8,316.00
TOTAL		<u>\$86,674.40</u>

I recommend that the School Committee approve a contract for Custodial Supplies to The Conlon Products, Inc. for our Custodial Paper Supplies in accordance with our bid specifications due June 17, 2022.

Motion:

I move that the School Committee award a contract to The Conlon Products, Inc. for our Custodial Paper Supplies in accordance with our bid specifications due June 17, 2022.

ENC
204

DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT

DATE: June 22, 2022
TO: David Flynn, Asst. Superintendent for Finance & Operations
School Committee
FROM: Sandra Cashen, Facility Manager
RE: Invitation to Bid-Fire Alarm System Inspection, Service and Maintenance

An, 96 Invitation to Bid was sent out May 31, 2022 and due June 20, 2022 for Fire Alarm System Inspection, Service and Maintenance

We received (1) one bid :

Company	Bid
Fire Equipment Inc.	https://drive.google.com/file/d/1YSqzd60fOS2455iCo8l-6jyqKSsI7b6-/view?usp=sharing

I recommend that the School Committee approve a contract for the IFB Fire Alarm System Inspection, Service and Maintenance to Fire Equipment Inc., 96 Falmouth Road, Hyannis, MA for our Fire Alarm System Inspection, Service and Maintenance in accordance with our bid specifications due June 20, 2022.

Motion:

I move that the School Committee award a contract to Fire Equipment Inc. for our Fire Alarm System Inspection, Service and Maintenance accordance with our bid specifications due June 20, 2022.

\sjc



Dennis-Yarmouth Regional High School
 210 Station Avenue
 South Yarmouth, Massachusetts 02664-3026

Enc. 3

MAIN OFFICE
 (508) 398-7630
 FAX: 398-7635

GUIDANCE & COUNSELING
 (508) 398-7650
 FAX: 398-7602

PAULA A. FUNK
 Principal

JOSHUA S. CLARKIN
MARY B. O'CONNOR
 Assistant Principals

KENDRA BENNETT
 Interim Assistant Principal

ELIZABETH AMBROSINI
CRAIG EVANS
 Dean of Students

MEMORANDUM

TO: Carol Woodbury
 Superintendent of Schools

FROM: Dr. Paul A. Funk
 Principal *PAF*

DATE: July 7, 2022

RE: Gifts

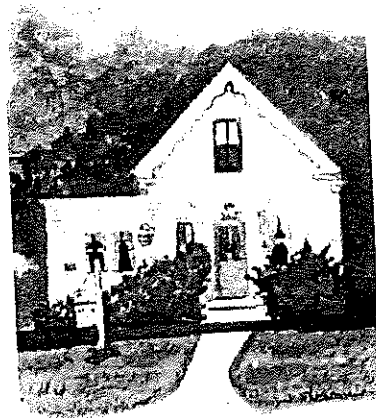


The following people/businesses have made a donation to our school for: to be used for any deserving student(s) needing assistance with the cost of playing a sport at DYH:

<u>Donor</u>	<u>Amount</u>
The Friday Club	\$500.00

On behalf of our students, I ask that you accept this gift. Thank you.

The Friday Club



A Local Charity Since 1901

365 Main Street
P.O. Box 151
Yarmouth Port, MA 02675-0386

To Jane Sauer.

Please accept this donation
to be used for any deserving student(s)
needing assistance with the
cost of playing sports in
D.Y. High School.

The Friday Club enjoys
giving back to the community


Jinx O'Myhlen
The owner

THE FRIDAY CLUB

PO BOX 151
YARMOUTH PORT, MA 02675


53-7164-2113

1494

 E-ZShield™ Check Fraud
Protection for Business

DATE 6.6.22

PAY TO THE
ORDER OF

D.Y High School - sports program \$ 500^{XX}
Five Hundred DOLLARS 

Security Features
Included.
Details on Back.

THE COOPERATIVE BANK OF CAPE COD

MEMO

Sports Scholarship

Jessica O'Grady

MP

⑆211371641⑆ 23333601⑆ 1494



Dennis-Yarmouth Regional High School

210 Station Avenue

South Yarmouth, Massachusetts 02664-3026

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PAUL A. FUNK

Principal

JOSHUA S. CLARKIN

MARY B. O'CONNOR

Assistant Principals

KENDRA BENNETT

Interim Assistant Principal

ELIZABETH AMBROSINI

CRAIG EVANS

Dean of Students

July 7, 2022

The Friday Club
c/o J. O'Loughlin
PO Box 151
Yarmouthport, MA 02675

Dear Jinx,

On behalf of the Dennis-Yarmouth Regional High School, I would like to extend my sincere appreciation and gratitude for your generous donation to any deserving student(s) needing assistance with the cost of playing a sport. The \$500.00 donation will provide many opportunities for our student athletes.

Thank you for your ongoing support and generosity.

Respectfully,

Dr. Paul A. Funk, Ed. D.
Principal

PAF/jdp

cc: Carol A. Woodbury, Superintendent
Mary O'Connor, Athletic Director



Dennis-Yarmouth Regional High School

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CRAIG EVANS
Dean of Students

MEMORANDUM

TO: Carol Woodbury
Superintendent of Schools

FROM: Dr. Paul A. Funk
Principal

DATE: June 23, 2022

RE: Surplus

The History and English Departments at Dennis-Yarmouth Regional High School is in possession of the following books that are outdated.

- 48 – World History textbooks
- 28 – Americans textbooks
- 16 – No Promises on the Wind (English)
- 22 – The Breadwinner (English)
- 18 – Farewell to Manzanar (English)
- 23 – Very old dictionaries
- 17 – Habits of Highly Successful Teens

Pursuant to school committee policy, I respectfully request that these be deemed as surplus so that they may be disposed of.

cc: Sandra Cashen, Maintenance
Steve Faucher, Maintenance

STATION AVENUE ELEMENTARY SCHOOL
276 Station Avenue, South Yarmouth, MA 02664
Phone: (508) 760-5600 Fax: (508) 760-5601



"All aboard for the future...."

Peter J. Crowell
Principal

Patricia A. Leary
Assistant Principal

Date: July 20, 2022

To: Carol Woodbury
Superintendent

From: Peter J. Crowell
Principal

PA C

Re: Station Avenue Elementary Surplus

I would like to declare the items shown in the attached pictures as surplus. This includes old, rusted or broken student desks and chairs, and a computer desk.

These items are in poor condition; therefore, they are no longer able to be utilized.

Thank you.

Copies: Sandra Cashen, Facilities Manager
DYRSD School Committee

Attachments









DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
Minutes of a School Committee Meeting
Monday, June 13, 2022

A Dennis-Yarmouth Regional School Committee meeting was held on Monday, June 13, 2022, at the Dennis-Yarmouth Regional High School Library in South Yarmouth, Massachusetts.

Members Present: Joseph Tierney, Chairperson; Jeni Landers, Vice Chairperson (arrived 6:18); Tomas Tolentino, Treasurer; Jennifer Rose, Secretary; Phillip Morris; Marilyn Bemis; and Joe Glynn.

Others Present: Carol Woodbury, Superintendent of Schools; Maria Lopes, Assistant Superintendent of Student Services and Instruction; David Flynn, Assistant Superintendent for Finance and Operations; Eileen Whalen, Recording Secretary to the School Committee; Kristen Stagg, Student Representative to the School Committee; Betsy Pontius, Director of STEM; Sherry Santini, Director of Humanities and the Arts; Paul Funk, Principal, Dennis-Yarmouth Regional High School; Michael Bovino, Principal, Mattacheese Middle School; Tim Blake, Principal, Nathaniel Wixon School; Dale Fornoff; Bobbette Woolery; Ronique McFarlane; Tshauni Brown; Brianna Hanniford; Rose-anna Joachim; Dennis-Yarmouth High School; Michelle Dunn, D-YEA; Vida Morris; Curt Sears.

At 6:03 p.m., Joseph Tierney, Chairperson, called the meeting to order.

On a motion by Jennifer Rose, seconded by Phillip Morris, and carried by roll call vote 6-0, it was:

VOTED: That the Dennis-Yarmouth Regional School Committee will enter into Executive Session, to return to Public Session, to discuss the deployment of security personnel or devices, or strategies with respect thereto (School Safety and Security).

Tomas Tolentino	yes
Joe Glynn	yes
Jennifer Rose	yes
Marilyn Bemis	yes
Phillip Morris	yes
Jeni Landers	not present for vote
Joseph Tierney	yes

At 6:39 p.m., Chair Tierney reopened the public session.

Presentation – Equal Opportunity Schools

Betsy Pontius, Director of STEM

Dale Fornoff and Bobbette Woolery, Dennis-Yarmouth Regional High School

Dennis-Yarmouth Regional High School RISE Students

Presentation of Certificates

Chair Tierney introduced Betsy Pontius who in turn introduced Dale Fornoff and Bobbette Woolery from Dennis-Yarmouth Regional High School. Ms. Fornoff gave a brief summary of Equal Opportunity Schools. Ms. Fornoff is the faculty lead for EOS while Ms. Woolery is the student advisor to RISE. Ms. Fornoff said that the high school began their involvement with Equal Opportunity Schools four years ago as a way to increase student engagement with higher level courses. Ms. Woolery said that the RISE team began this year to find ways to connect with students. They are planning many outreach activities including an Advanced Placement Fair and AP shadowing. Ms. Woolery then introduced students Ronique McFarlane, Tshauni Brown, Brianna Hanniford, and Rose-anna Joachim. Each student spoke of their experiences in EOS and RISE. After a brief question and answer period Superintendent Woodbury and Chair Tierney presented certificates to the students.

Reports:

DYRSD School Committee Student Representative – Kristen Stagg

Kristen reported on all the end of year happenings at the high school including AP meetings, field trips, step up day, and graduation.

School Building Committee Report – Joseph Tierney

Mr. Tierney reported that all is going well. There is a new traffic pattern to end the year at Station Avenue Elementary; construction vehicles now enter at the administration office driveway. Station Avenue traffic now enters at the old construction entrance. It appears that this has gone very well.

School Committee Liaisons to the Boards of Selectmen

Dennis: No report.

Yarmouth: Mr. Glynn reported that at the June 21st meeting the Yarmouth Rotary Scholarships will be announced.

Assistant Superintendent Report – David Flynn

Mr. Flynn reported that the school year is winding down and that summer clean will soon be starting.

Superintendent Report – Carol Woodbury

Mrs. Woodbury acknowledged the other members of the Rotary Scholarship Committee including Mr. Tom Kerr. She shared that she is amazed at the quality of the scholarship applications. She also said that approximately \$350,000 in scholarships was distributed on Awards Night and that she is very grateful for all the support shown to our students.

The superintendent indicated that she would like to discuss high school start times at a future meeting. She said that there was a packet of information for the members to pick up upon leaving the meeting. She also mentioned that the district seal may have to be discussed at a future meeting. The Town of Yarmouth is currently reviewing the historical accuracy of the Yarmouth town seal.

School Committee Business

Consent Agenda:

On a motion by Phil Morris, seconded by Jennifer Rose, and carried unanimously 7-0, it was VOTED: To approve the following items as presented in the Consent Agenda:

Donations:

Move to accept a \$5000 donation from the Jean Hamilton Memorial Fund of the Cape Cod Foundation for scholarships as per Mrs. Saucier's June 2nd memo.

Move to accept a \$517.12 donation to the Dennis-Yarmouth Regional School District from the Class of 1963 as per Mrs. Saucier's June 2nd memo.

Surplus

Move to declare as surplus 6 boxes of professional resource books and 2 boxes of outdated math/EL games as per Mr. Crowell's June 7th memo.

Move to declare as surplus an outdated hearing test machine from the Station Avenue Elementary Nurse's office as per Mr. Crowell's June 8th memo.

Move to declare as surplus several outdated books; textbooks; workbooks; teacher's manuals; dictionaries; thesauruses; encyclopedias; and curriculum materials as listed in Mr. Bovino's June 8th memo.

Minutes

May 23, 2022

Bills, Requisitions, and Payroll

Bills, requisitions, and payroll were signed by the School Committee.

Calendars

The upcoming calendars were included in the packet. Chair Tierney noted that the last day of school is a half day on June 23rd.

Items Distributed at Meeting

Informational Packet Regarding School Start Times

Public Comment

Vida Morris complimented the RISE students on their presentations. She also had questions for Mrs. Pontius on her math presentation from a prior meeting; Chair Tierney suggested she contact Mrs. Pontius directly.

Adjournment

At 7:20 p.m., on a motion by Jeni Landers, seconded by Jennifer Rose, and carried unanimously 7-0; it was

VOTED: To adjourn the meeting.

Minutes recorded and prepared by,

Eileen M. Whalen, Assistant Secretary

DRAFT

August 2022

July '22

S M T W T F S
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
 31

September '22

S M T W T F S
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15 SC Meeting D-Y High School	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31 Teacher Professional Day	1	2	3	
4	5 Notes						

September 2022

August '22 **October '22**
S M T W T F S **S M T W T F S**
 1 2 3 4 5 6 2 3 4 5 6 7 8
 7 8 9 10 11 12 13 9 10 11 12 13 14 15
 14 15 16 17 18 19 20 16 17 18 19 20 21 22
 21 22 23 24 25 26 27 23 24 25 26 27 28 29
 28 29 30 31 30 31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 Teacher Professional Day	2	3
4	5 Labor Day	6 First Student Day	7	8	9	10
11	12	13 MIMS Open House 6-8	14	15 SAE Open House 6-8	16	17
18	19	20 MES Open House 6-8	21	22 DYH Open House 6-8	23	24
25	26	27	28 One hour early release all grades	29 EHB Open House 6-8	30	1
2	3	Notes				