

Drury High School



Student Handbook 2025-2026

**Drury High School
1130 South Church Street
North Adams, MA 01247**

413-662-3240

www.dhs.napsk12.org

**Dr. Timothy Callahan
Superintendent of Schools**

**Stephanie Kopala
Principal**

**Krista Gmeiner
Director of Curriculum
and Instruction**

**Bill Bryce
Dean of Students**

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

Revised August 27, 2025

TABLE OF CONTENTS

Mission & Vision	9
Expectations for Student Learning	9
Drury at a Glance	9
• Community Involvement	9
• School Council	9
• Volunteers	9
• Drury Closet	9
• Translation Services	9
• Non-Discrimination	9
School Operations & General Information	10
• School Hours	10
• School Cancellations & Delays	10
• Student Dress	10
• Lockers, Backpacks & Personal Belongings	11
• Lost & Found	11
Safety Drills & Procedures	11
• Elevators	11
Attendance & Enrollment	12
• Massachusetts Law	12
• What Counts as a Documented Absence?	12
• What Counts Toward FA?	12
• Failure Due to Absence (FA) Procedure	12
• Reporting an Absence	13
• Attendance Interventions	13
• Activities During Absences	13
• Attendance Alerts & Letters	13
Tardiness, Dismissals & Make-Up Work	13
• Tardiness to School	13
• Tardiness to Class	13
• Class Cuts	14
• Early Dismissals	14
• Make-Up Work	14
Transfers & Contact Information	14
• Student Transfers	14


• Contact Information & Address Changes	15
• Moving Outside North Adams?	15
Academic Progress & Graduation Requirements	15
• Credits and Grade Level Classification	15
• Credit Requirements for Graduation	15
• College & Career Readiness (MassCore Recommended)	16
• Course Load	16
• Course Changes	17
College, Career & Counseling Support	17
• School Counselors	17
• School Adjustment Counselors	17
School Issued Materials	17
• Curriculum Review	18
Grading & Reporting	18
• Class Rank	18
• Grades & Honor Roll & Honor Society Induction	18
Progress Reports, Report Cards & Assessments	18
• Grading Schedule	18
Graduation & Senior Information	19
• To Graduate from Drury, Students Must:	19
• Senior Responsibilities	19
• Graduation Participation	19
• Honor Stoles	20
• Senior Communication	20
Technology, Internet Use & Cell Phone Policy	20
• Student Technology Use	20
• Internet Safety	20
• Cell Phone & Personal Device Expectations	21
• School Telephones	21
Arrival & Dismissal Procedures	21
Walking to and from School	21
• Caregivers	21
• Bus Transportation	21
• Bus Behavior Expectations	22
• Biking to School	22

• Student Driving & Parking	22
• Vehicle Searches:	22
Wellness: Meals, Celebrations & Rewards	23
• Breakfast & Lunch	23
• Classroom Celebrations & Food Based Rewards	23
Student Code of Conduct & School Rules	23
• Our School Culture	23
• General School Rules	23
Prohibited Behaviors	24
• Discipline Process	24
• Restorative Practices	24
• Academic Integrity & Cheating	25
• Plagiarism	25
• Consequences for Academic Dishonesty	25
Due Process for Suspensions	25
• Notice of Proposed Suspension	25
• Short-term Suspensions: Hearing and Principal Determination	26
• Long-Term Suspensions: Hearing and Principal Determination	26
• Appeal of Long-Term Suspension	27
• Emergency Removal	28
• Suspension or Exclusion for Disciplinary Offenses Under M.G.L. 71 §§37H and 37H½	28
• School-Wide Educational Services Plan	29
• Disciplining Students with Disabilities	30
Drugs, Alcohol & Substance Use	31
• What's Not Allowed	31
• Consequences	31
• Support Is Available	31
• Category I: Selling, distributing, or possession of a controlled substance while under school jurisdiction.	31
• Category II: Possessing alcohol or a look-alike drug while under school jurisdiction.	32
• Category III: Under the influence of alcohol, a drug, or a look-alike drug while under school jurisdiction.	32
• Drug and Alcohol - Readmission Policy	32
• Smoking, Tobacco and Vaping Policy	32
Food and Beverage Policy	33
Gambling	34


• Consequences	34
Hallway Passes & Conduct	34
• Pass Expectations	34
• Hallway Behavior	34
• Passing Time	35
Mediation	35
Office Detention	35
Teacher Detention	35
Hoax Devices/Substances	35
Bomb Threat/Threat of School Violence	35
• Ammunition/Firearms	36
• Special Laws	36
School Conduct at School-Related Events	36
• Expectations at Events:	36
• Not Allowed at Any Events:	36
• Consequences for Misbehavior:	36
• Dances & Social Events	36
• To Attend a Dance:	37
Guests:	37
• Not Allowed at Dances:	37
Consequences:	37
Unauthorized Areas	37
• Students are not allowed in:	37
• Consequences:	37
Hazing	38
• Corporal Punishment	38
Bullying Prevention	38
• Bullying Prevention and Intervention Plan	39
• Reporting Bullying	40
• Investigation Procedures	40
• Retaliation	41
• Target Assistance	41
• Training and Assessment	41
• Publication and Notice	41
• Addendum To Bullying Prevention Policy	41

Anti-Discrimination & Anti-Harassment	42
• What Is Discrimination, including Harassment?	43
• Responsibilities of all Persons Associated with Educational Community	43
• Designated Officials for Addressing Discrimination and Harassment Complaints	44
• The Civil Rights and Title VI Coordinator:	44
• Title IX Coordinators:	44
• Section 504/Title II Coordinator:	44
• Procedure for Reporting Discrimination and Harassment	44
• Investigation of Complaints	45
• Consequences of Violating Policy - Discipline & Discharge	46
• Confidentiality	46
• State and Federal Authorities	46
• Procedure for Reporting and Investigating Harassment on the Basis of Sex	47
• Record Keeping for Sexual Harassment Complaints	48
Physical Restraint	48
Student Activities and Athletics	48
• Equal Opportunity Statement	48
• Academic Eligibility for Athletics	48
• During the School Year	49
• Fall Sports & Activities (Beginning of the Year)	49
• Academic Probation	49
• Athletics & School Activities Attendance	49
• Detentions for Tardiness	49
• Good Citizen Rule	49
• Home Educated Students	49
• Athletics at Drury High School	50
• Before You Can Try Out or Practice	50
• Tryouts	50
• Team Selection & Playing Time	51
• Athlete Responsibilities	51
• School Equipment	51
• Athletic Awards	51
• Physicals & Injuries	51
• Class Dues & Fundraising	51
• Honor Societies	52

• Student Elections & Leadership Opportunities	52
Health Services	53
• Visiting the Nurse	53
• Immunizations	53
• Health Screenings	53
Prescription Medications	54
• Morning Medications	54
Refills and Expired Medications	54
Over-the-Counter (OTC) Medications	54
Contagious & Reportable Illnesses	54
• Illness or Injury During the Day	54
The Stephen J Drotter Library & Media Center	54
Library Hours	54
Library Use	54
Technology & Printing	55
Borrowing Books & Materials	55
Library Support	55
English Learner (EL) Support	55
• Identification & Assessment	55
EL Services	55
Translation & Interpretation	55
Special Education	56
• How Support Begins	56
• Referral Process	56
• Evaluation & IEP	56
• Section 504 Accommodations	56
Educational Stability - Students Experiencing Homelessness	57
• Students Remaining in Schools of Origin	57
• Students Enrolling in District Where Sheltered or Temporarily Residing	57
• Dispute Resolution	58
Students in Foster Care	58
• Best Interest Determination	58
• Transportation	59
• Immediate Enrollment	59
Notice of Possible Publication of Certain Student Information	59

 School Year Calendar

60

 Signature Page

62

Drury High School Handbook

MISSION & VISION

At Drury, we empower students to take ownership of their learning through agency, collaboration, and action. We foster an inclusive, supportive environment where every student can be their authentic self and thrive in a changing global society.

EXPECTATIONS FOR STUDENT LEARNING

Students will:

- Communicate clearly and effectively.
- Build and apply academic skills for college and career readiness.
- Think critically, take creative risks, and express original ideas.
- Demonstrate responsibility through positive actions, time management, and goal setting.
- Stay curious, reflective, and open-minded as lifelong learners.
- Promote equity and respect for all cultures and backgrounds.

DRURY AT A GLANCE

COMMUNITY INVOLVEMENT

We want every family to feel welcomed and supported at Drury. Please contact Principal Stephanie Kopala with any questions or concerns (✉ skopala@napsk12.org | ☎ 413-662-3240).

SCHOOL COUNCIL

Under the *Massachusetts Education Reform Act*, each school is required to have a school council. Our School Council includes staff, families, and community members who help set educational goals and guide our school improvement plan. If you are interested in joining the School Council, please contact Pam Kidder in the Drury Main Office (✉ pkidder@napsk12.org | ☎ 413-662-3240 ext. 2309).

VOLUNTEERS

Volunteers are always appreciated! If you're interested in helping out, please submit the [volunteer form](#) located on our district website or email familysupports@napsk12.org.

DRURY CLOSET

Need clothes, hygiene products, food, or formal wear for an event? The Drury Closet supports students in grades 7–12. Contact School Resource Officer Stephanie Mirante for assistance (✉ smirante@napsk12.org).

TRANSLATION SERVICES

We provide school documents in the most common languages spoken in our district. If you need materials in another language, contact our English Learner Coordinator, Elizabeth Whitman (✉ ewhitman@napsk12.org | ☎ 413-662-3255).

NON-DISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. If someone has a complaint or feels that they have been discriminated against because of their age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness, their complaint should be registered with the Title IX coordinator.

SCHOOL OPERATIONS & GENERAL INFORMATION

SCHOOL HOURS

- **Start Time:** 7:40 a.m. (late bell rings at 7:45)
- **End Time:** 2:25 p.m. (dismissal bell rings at 2:20)
- **Early Dismissal Days:** 11:00 a.m.

See the full bell schedule on our website: www.dhs.napsk12.org

SCHOOL CANCELLATIONS & DELAYS

Announcements will be shared via:

- Local radio/TV stations
- District website and social media
- Phone/email alerts using contact info provided by families

If school dismisses early due to weather or emergencies, we will contact families promptly. To ensure you get school notifications, please verify your contact information at the beginning of each school year and anytime it changes within the school year.

STUDENT DRESS

Students and caregivers are responsible for appropriate dress. Clothing must:

- Be safe
- Not disrupt learning
- Not include references to drugs, alcohol, hate speech, or sexually explicit content

Examples of clothing NOT allowed:

- Items promoting drugs/alcohol
- Sexually suggestive images
- Gang-related symbols
- Hateful or violent messages

Administration may ask students to change if clothing violates these guidelines. Please refer to School Committee policy [File: JICA – STUDENT DRESS CODE](#) for more information on district policy.

LOCKERS, BACKPACKS & PERSONAL BELONGINGS

LOCKERS

- Each student is assigned a locker by the office.
- Lockers are school property and may be inspected at any time by school officials.
- Students are responsible for keeping lockers clean and secure.
- If you need a lock and can't afford one, the school will provide it.

BACKPACKS & BLANKETS

- **Not allowed during the school day (7:40–2:20)**
- Must be stored in lockers to maintain safety and hallway space

Students may carry small personal bags (e.g., belt bag or purse under 6.5" x 4.5") or use their school-issued Chromebook case

LOST & FOUND

Lost items should be turned into the main office. Found items will be placed in the **library**. The school is **not responsible** for lost or stolen items. Any items not claimed by July 1st each year will be donated or thrown away.

SAFETY DRILLS & PROCEDURES

Drury conducts safety drills throughout the year, including but not limited to:

- Fire drills
- Lockdowns
- Evacuations
- Shelter-in-place protocols (formally known as stay puts)

During drills:

- Students must follow directions quickly and calmly
- Cell phones and devices must not be used (unless directed for emergency purposes)
- Failure to follow safety protocols may result in disciplinary action

Important:

Students may not open or exit through unauthorized doors or allow others to do so. Doing so puts others at risk and may lead to serious consequences.

ELEVATORS

Elevators are available for students with medical or physical needs. Please request access through the nurse or main office.

ATTENDANCE & ENROLLMENT

MASSACHUSETTS LAW

Regular school attendance is essential for academic success and is required under Massachusetts law (M.G.L. c. 76, §1). Students are considered *chronically absent* if they miss more than **10% of the school year** (18+ days), regardless of whether the absences are excused or unexcused.

Drury High School issues a grade of **FA (Failure Due to Absence)** when a student exceeds the allowed number of undocumented absences in a class and does not meet attendance recovery expectations. This can result in **loss of credit**, even if the student is passing academically.

WHAT COUNTS AS A DOCUMENTED ABSENCE?

Absences are **documented** (and do NOT count toward FA) if they are due to:

- Medical appointments (with doctor's note)
- Court appearances
- Military obligations
- Dismissals through the nurse
- School-sponsored activities (e.g. up to 3 college visits with documentation from the college, field trips, suspensions)

Notes from caregivers are encouraged for communication but do **not** officially excuse an absence.

WHAT COUNTS TOWARD FA?

Undocumented Absences including but not limited to (count toward FA):

- Vacation
- Illnesses without medical documentation
- Class cuts
- Tardies of 10+ minutes
- Early dismissals without documentation

These **undocumented absence codes** count toward FA:

- **AU** – Full-day undocumented absence
- **CA** – Missed class without excuse
- **CTCA** – Tardy 30+ minutes (counts as missed class)
- **DCA** – Dismissed and missed over half a class
- **CC** – Class cut (student skips class or arrives more than 10 minutes late without a pass)

FAILURE DUE TO ABSENCE (FA) PROCEDURE

If a student has **more than 8 undocumented absences in a class**, they will receive an **FA (Failure Due to Absence)**.

- The FA grade will appear on the student's report card and PowerSchool portal and results in **no course credit**.

To support students in maintaining academic progress:

- Students who exceed the absence threshold in **Semester One** must participate in **afterschool programming during Semester Two** to recover missed instructional time and content.
- Students who exceed the threshold in **Semester Two** will be required to attend **summer school** to recover content and maintain progress.

- Failure to complete the required programming will result in **loss of credit**, and the course will need to be **retaken the following year**.
- Students may also appeal an FA through the **Attendance Appeal Process**. If approved, the student will be expected to follow an **attendance recovery plan** to earn credit.

We strongly encourage families to **communicate proactively** with the school about attendance concerns so that we can plan supports as early as possible.

REPORTING AN ABSENCE

Caregivers must either:

- **Call the main office by 9:00 a.m.** the day of the absence **OR**
- Submit a **written note in advance** with:
 - Student's name
 - Date(s) of absence
 - Reason
 - Caregiver signature and phone number

ATTENDANCE INTERVENTIONS

- **3 undocumented absences** → MTSS Coordinator contacts family
- **5 undocumented absences** → Conference with student, caregiver, and administrator
- **9 undocumented absences** → Truancy letter sent; student must complete an attendance plan

If a student or family is unresponsive:

- School may refer the case to the **Family Resource Center**, file a **CRA**, or notify **DCF**
- A **wellness check** may be conducted by the School Resource Officer (SRO)

ACTIVITIES DURING ABSENCES

Students absent from school:

- **May not attend** practices, rehearsals, games, or school events unless cleared by administration
- May not return to school after without approval from administration for a doctor's note

ATTENDANCE ALERTS & LETTERS

Families receive:

- **Automated texts/emails** twice daily (11:30 a.m. and 3:30 p.m.)
- **Truancy intervention letters** via PowerSchool when a student reaches 9 undocumented absences

TARDINESS, DISMISSALS & MAKE-UP WORK

TARDINESS TO SCHOOL

- Students must be in **first period by 7:45 a.m.**
- **Arriving after 7:55 a.m.** without documentation counts as a **class cut (CC)** for missed classes
- Valid reasons (like a doctor's appointment) must be documented
- Frequent tardiness may lead to:
 - Caregiver meetings
 - Office detentions
 - Possible suspension

TARDINESS TO CLASS

- Students are expected to arrive **on time** to every class

- Students who are **10+ minutes late** without a pass will be marked with a **class cut (CC)** but are permitted to complete work assigned once they arrive to class.
- Repeated tardiness can result in:
 - Teacher detention
 - Parent/guardian meetings
 - Loss of privileges

CLASS CUTS

- A class cut means a student was in school but **did not attend class**, or was **10+ minutes late** without a valid excuse
- Class cuts are **undocumented absences** and **count toward FA**
- Students may not make up work assigned when they were cutting class
- Disciplinary consequences may apply (see Drury’s Code of Conduct)

EARLY DISMISSALS

- Must be requested by **9:00 a.m.** by a caregiver (by phone or note)
- Students must:
 - Provide a **written note** explaining the reason
 - **Check out at the Main Office** before leaving
- Caregivers must **show photo ID** when picking students up. Students will only be released to adults on their contact list.
- Undocumented dismissals **count toward FA** unless proper documentation (like a doctor’s note) is provided

If a student feels sick:

They must go to the nurse. If the nurse deems it appropriate, they will call home and approve dismissal. This is considered a **documented dismissal**.

MAKE-UP WORK

- Students are responsible for checking **Canvas** and contacting teachers for missed work
- **Time to complete work:**
 - 1 day of make-up time for each day absent (up to 1 week)
 - After 1 week, students must make arrangements with the teacher
- **No make-up work is allowed** for class cuts.

Even for **school-approved absences** (e.g., field trips, suspensions), work must be completed on time.

TRANSFERS & CONTACT INFORMATION

STUDENT TRANSFERS

If a student transfers to or from Drury High School:

- Caregivers will be asked to **sign a record release form**
- This allows Drury to request or send the student’s academic and health records to the new school

If a student transfers **into Drury**:

- We will contact their previous school to obtain records
- A guidance counselor will schedule a meeting to review their transcript and plan their schedule

CONTACT INFORMATION & ADDRESS CHANGES

Keeping your contact information **up to date** is important for safety and communication.

Please notify the Main Office if there are changes to:

- Home address
- Phone number(s)
- Email address
- Emergency contacts
- Custodial agreements or court documents (e.g., restraining orders)

We ask that all families provide at least **two emergency contact numbers**.

MOVING OUTSIDE NORTH ADAMS?

If your family moves out of North Adams but you wish for your child to stay at Drury:

- You must complete a **School Choice form**
- Forms are available at the Superintendent's Office or online at www.napsk12.org

We may ask for **updated proof of residency** throughout the school year to verify enrollment.

ACADEMIC PROGRESS & GRADUATION REQUIREMENTS

CREDITS AND GRADE LEVEL CLASSIFICATION

Students begin earning credits in **Grade 9**. Some advanced Grade 8 students may earn high school credit during Semester 2 of their 8th grade year.

A student's grade level is based on their earned credits (passed classes in grades 7 and 8). To move up to the next grade level, a student must have earned the following credits/passed the following classes:

- **Grade 8** = passed 6 classes
- **Grade 9** = passed 6 classes
- **Grade 10** = 6 credits
- **Grade 11** = 13 credits
- **Grade 12** = 19 credits
- **Graduation** = 26 total credits

CREDIT REQUIREMENTS FOR GRADUATION

Students must earn the minimum credits/courses listed below to meet graduation requirements. To earn a diploma, a student must also meet the Competency Determination as outlined below and in the School Committee Policy File: [IKF - GRADUATION REQUIREMENTS](#). See the information below the chart for more details.

Subject Area	Credits Required
English^	4
Math**	4
Science***	3
Social Studies (U.S. & World History)	3
Physical Education/Health	1

Fine or Performing Arts	1
Electives	10
Total	26

*Competency Determination is determined through "mastery of a common core of skills, competencies and knowledge..., by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023" (MGL [c. 69, s.1D](#)). Coursework certified by the district shall be identified in the annual Drury High School Program of Studies.

Students who do not meet the Competency Determination threshold by the end of their senior year but otherwise have completed the credits necessary for graduation will be eligible for a Certificate of Attainment. Students who earn the state-endorsed Certificate of Attainment have "made a good faith effort to meet the state standards in English language arts and mathematics. These students will have completed all local graduation requirements including attendance, course completion, and satisfactory grades" (Policy and Criteria for the Certificate of Attainment, DESE, 2018).

^Students are required to take one of the following English courses to meet the Competency Determination for English: ELA 9-10 A or B; or Advanced ELA 9; or AP Seminar; or Foundations of ELA

Students are required to take one of the following math courses to meet the Competency Determination for mathematics: Algebra I; or Bridges to Math Mastery **AND Geometry

***Students are required to take one the following science courses to meet the Competency Determination for science: Biology; or Bio Essentials; or Chemistry; or Physics

COLLEGE & CAREER READINESS (MASSCORE RECOMMENDED)

For students planning to attend college, we recommend:

- 4 years English
- 4 years Math
- 3 years Science (at least 2 labs)
- 3 years Social Studies
- 2 years of the **same** World Language
- Visual/Performing Arts (1 credit)
- Additional electives and core classes

Before graduating, **ALL** students are highly encouraged to take:

- Advanced Placement (AP)
- Early College
- Project-Based Learning
- Work-Based Learning/Internships

COURSE LOAD

Students in grades 9–12 must enroll in at least **8 credit-bearing courses** each year. Scheduling support is available from school counselors and administrators.

COURSE CHANGES

Course changes are for **educational purposes only** and require:

- A caregiver request
- Counselor recommendation
- Administrator approval

No schedule changes after the first two weeks of school are allowed unless it was due to a graduation requirement or error. Courses dropped after two weeks will receive a **Withdrawal Failure (WF)**, which impacts GPA and honor roll eligibility.

COLLEGE, CAREER & COUNSELING SUPPORT

SCHOOL COUNSELORS

Every student at Drury is assigned a school counselor who helps with:

- Course selection and scheduling
- Academic advising
- College and career planning
- Personal or social concerns
- Transitioning to high school or transferring in

Counselor Assignments

- Last Names A–K: Jaime Hamilton (✉ jhamilton@napsk12.org | ☎ 413-662-3240 ext. 2308)
- Last Names L–Z: Kathy Morgan (✉ kmorgan@napsk12.org | ☎ 413-662-3240 ext. 2311)

Students can email their counselor directly to schedule an appointment.

SCHOOL ADJUSTMENT COUNSELORS

Adjustment counselors are available to support students with overcoming obstacles that interfere with a student's ability to access school. These include but are not limited to:

- Personal issues
- Family concerns
- Mental health or social-emotional challenges

Support is available through:

- One-on-one counseling
- Small groups
- Family meetings

SCHOOL ISSUED MATERIALS

Students are responsible for:

- School-issued Chromebooks and chargers
- Textbooks, calculators, and class materials
- Cell phone pouches

All items should be kept in good condition. **Lost or damaged items must be paid for** before report cards, transcripts, or grades will be released.

CURRICULUM REVIEW

North Adams Public Schools ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. (Adopted from Massachusetts Department of Elementary and Secondary Education Civil Rights Criterion)

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the North Adams Public Schools, through its curricula and instructional materials, promotes respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal regarding curriculum content and may submit a written request to the building principal to opt out of specific portion(s) of the curriculum that conflict with their sincerely held religious beliefs.

Teachers also use balanced supplemental materials and encourage respectful class discussions that reflect diverse perspectives. The Curriculum Team reviews and approves all new instructional resources.

GRADING & REPORTING

CLASS RANK

Drury only uses class rank to determine the Valedictorian and Salutatorian and will not issue a rank to students beyond the top 2. Students should reference School Committee Policy File: IKCA – VALEDICTORIAN / SALURATORIAN ELIGIBILITY for more information. The Valedictorian and Salutatorian are determined at the end of Semester 1 in the student's senior year based on their weighted GPA (grade point average). A student must be enrolled in grade 12 and attended Drury High School for at least 2 years to be eligible for Valedictorian or Salutatorian.

- Courses are weighted based on the following categories: General courses – no weight; College Prep .3; Honors .6; AP/Early College .9

GRADES & HONOR ROLL & HONOR SOCIETY INDUCTION

Grades are averaged across all courses in a quarter to determine honor roll status and are based on the **non-weighted GPA**.

- **High Honors:** GPA of 3.5–4.0
- **Honors:** GPA of 3.0–3.49

Note:

- Pass/Fail courses and Peer Mentoring do **not** count toward GPA or honor roll
- Any **failing grade, WF, FA or incomplete** disqualifies students from honor roll for that term

Induction into the Pro Merito/Nu Sigma Honor Society is based on the student's non-weighted GPA. Honor tassels and High Honors stoles are awarded to seniors based on their GPA at the end of Semester 1 of their senior year.

PROGRESS REPORTS, REPORT CARDS & ASSESSMENTS

GRADING SCHEDULE

Drury High School operates on a quarterly grading system:

- **Quarter 1 ends:** November

- **Quarter 2/Semester 1 ends:** January
- **Quarter 3 ends:** April
- **Quarter 4/Semester 2 ends:** June

Progress Reports are issued halfway through each quarter and are mailed home to inform students and caregivers of academic progress. **Report Cards** are issued at the end of each quarter and given to students. A minimum grade of a D- and under 8 absences at the end of the semester in each class is required to earn credit/pass the course.

All grades and are posted in **PowerSchool**. Families can log in at any time to check grades, attendance, and progress. Teachers are required to update their gradebooks every two weeks.

GRADUATION & SENIOR INFORMATION

TO GRADUATE FROM DRURY, STUDENTS MUST:

- Earn at least **26 credits**
- Meet the **Competency Determination requirements**
- Complete all **local coursework**, including:
 - 4 credits of English
 - 4 credits of Math
 - 3 credits of Science
 - 3 credits of Social Studies (including U.S. and World History)
 - 1 credit of Physical Education/Health
 - 1 credit in the Arts
 - 10 elective credits

A full breakdown is available in the **Academic Progress** section.

SENIOR RESPONSIBILITIES

Seniors are expected to:

- Stay on track with credits and passing grades
- Stay within their allotted absences to prevent FAs
- Submit all **senior dues** and **permission forms** on time to the senior class advisors
- Return all school materials (Chromebooks, books, Yondr pouches, uniforms) before graduation rehearsals

GRADUATION PARTICIPATION

To participate in Drury's graduation ceremony students **must**:

- Meet **academic** and **attendance requirements**
- Have earned a **minimum of 26 credits**
- Attend all **graduation rehearsals**
- Be in **good standing** with behavior, fees, and returned materials

Students who fail to meet requirements or miss rehearsals **will not be eligible to walk at graduation.**

Students may appeal to their eligibility to walk at graduation to the building principal by submitting a designated appeal form no later than 24 hours before graduation.

HONOR STOLES

Seniors who have maintained an **unweighted GPA of 3.5 or higher for 3½ years** are awarded a **special honor stole** to wear at graduation.

SENIOR COMMUNICATION

All senior announcements will be shared via:

- School email
- Advisory/Crew
- Canvas announcements
- The Senior bulletin board in the main lobby

Seniors should check regularly for updates about:

- Caps and gowns
- Yearbook deadlines
- Prom and graduation events
- College and scholarship support
- Senior calendar updates
- Senior trip information

TECHNOLOGY, INTERNET USE & CELL PHONE POLICY

Please refer to SCHOOL COMMITTEE File: JJC - ELECTRONIC DEVICE USE POLICY

The North Adams Public Schools are not responsible for any lost, stolen, or damaged personal electronic device brought on school property. Students who choose to bring personal electronic devices to school, on school property, including buses, or to school sponsored events, agree to the following policy:

STUDENT TECHNOLOGY USE

Every Drury student receives a **school-issued Chromebook**. Information Technology (IT) and all computer use will be used solely for educational purposes and to drive student achievement at DHS. The use of computer-based technology at Drury is a privilege. Students are expected to:

- Use their devices **only for school-related purposes**
- Bring their charged Chromebook to school **every day**
- Handle all devices with care
- Follow the **Acceptable Use Policy (AUP)** signed during enrollment

Any misuse of school technology — including accessing inappropriate content or disrupting learning — may result in **disciplinary action, restitution payments, and loss of privileges**.

INTERNET SAFETY

Drury's network uses filters to block harmful or inappropriate content. However, students are also expected to:

- Practice **digital citizenship**
- Protect their **personal information**
- Report unsafe or inappropriate content to a teacher or administrator

Repeated violations may lead to suspension of internet access or other disciplinary action.

CELL PHONE & PERSONAL DEVICE EXPECTATIONS

Drury uses a **phone pouch system** to minimize distractions and support focused learning.

- Students must **secure their phones/electronic devices in a pouch** when they enter the building.
- Phones/electronic devices are not allowed during the school day unless explicitly approved by the administration.

Violations include:

- Using a phone and/or other non-approved electronic devices during school hours (7:45 – 2:20) without permission.
- Refusing to use the pouch system.
- Filming, taking photos, or recording without consent.

Consequences include:

- Confiscation of phone & notification to parent
- Loss of phone privileges at school and other consequences per our Code of Conduct, Character, and Support
- If a student refuses to follow the cell phone policy repeatedly, a caregiver will be required to pick up the phone or participate in a conference.

If a student damages their pouch a \$30 fee will be issued to the family and the student may not bring their phone to school until they have purchased a replacement pouch.

SCHOOL TELEPHONES

Students are not allowed to use classroom telephones. In case of emergencies, students may use the phone in the Main Office with administration approval.

ARRIVAL & DISMISSAL PROCEDURES

WALKING TO AND FROM SCHOOL

- Students walking to school must use the **designated route** unless special permission is given by the principal or dean.
- All students enter through the **main doors at the front of the building via the bus loop.**
- **Visitors** must also use the main entrance.
- Students who arrive after the doors are locked must **sign in at the Main Office.**
- **Dismissal is at 2:20 p.m.**

CAREGIVERS

- Cannot go directly to classrooms or wait in the hallway.
- Must check in at the Main Office and show ID before picking up a student.
- Should wait **in their car** after signing in.
- Must follow all safety rules while in the building.

BUS TRANSPORTATION

- Bus routes and stops are assigned by the district and posted online and before school starts.
- Students may only ride their **assigned bus.**
- **Written notice** is required for any changes to a student's dismissal routine.

BUS BEHAVIOR EXPECTATIONS

Students must:

1. Stay seated
2. Respect others and school property
3. Be courteous to the driver and other students
4. Keep the bus clean
5. Keep hands, feet, and objects inside the bus
6. Throw away trash properly
7. Keep voices low
8. Follow all safety and respect rules

Continued misbehavior on the bus will lead to:

- Caregiver contact
- Disciplinary action
- Possible **suspension or loss of bus privileges**

BIKING TO SCHOOL

Students may bike to school **with written caregiver permission** and must follow safety rules.

Bicycle Rules:

1. Bikes must be **walked on school grounds** at arrival/dismissal
2. Bikes must be parked in the bike racks and locked
3. Helmets must be stored safely (locker, backpack, or secured to bike)
4. Students may not touch or tamper with others' bikes or equipment

The district is **not responsible** for lost, stolen, or damaged bicycles or gear.

The district provides **bicycle safety education** in Grade 3. Caregivers of students in **Grade 3 or below** must ensure students are accompanied by an adult.

STUDENT DRIVING & PARKING

Driving and parking at Drury is a **privilege** and can be **revoked** at any time by administration.

Important Reminders:

- **Speed limit** on campus is **10 mph**
- Students **cannot go to vehicles** during the day without permission
- Student parking is limited to **designated student parking areas only**. Students who park in visitor or staff parking may be towed or ticketed.
- At dismissal, drivers must:
 - Wait until buses have left before exiting
 - Avoid blocking or cutting off buses

VEHICLE SEARCHES:

- Vehicles on school property **may be searched** at any time by administration
- There is **no expectation of privacy** for vehicles in school parking areas

If a student is emotionally distressed (e.g., after a crisis), they **will not be allowed to drive** themselves or others home. An adult must arrange transportation.

WELLNESS: MEALS, CELEBRATIONS & REWARDS

BREAKFAST & LUNCH

- **Breakfast is served from 7:30–7:45 a.m.** in the cafeteria
 - *No breakfast is served on weather-related delayed start days*
- **Lunch is 30 minutes long** and held at the same time for grades 7–12
- All students receive **one free breakfast and one free lunch each day**
- Students may eat in **designated areas supervised by staff**

Clean-up Expectations:

- Students are expected to:
 - Clear their trays and tables
 - Return trays to the tray station
 - Throw away trash properly
 - Clean up any spills they create (accidently or on purpose)
- Not cleaning up may result in a consequence

CLASSROOM CELEBRATIONS & FOOD BASED REWARDS

- Food and drinks are **not allowed** at classroom parties or celebrations
- Food and drinks **should not be used as rewards** for behavior or academics
- Students with IEP or 504 accommodations involving food are **exempt**
- Staff and families are encouraged to use **non-food rewards**
(See ideas on the NAPS Food Services Wellness webpage)

STUDENT CODE OF CONDUCT & SCHOOL RULES

Please see the Code of Conduct, Character and Support document for our full district policy. Drury follows discipline policies that ensure compliance with federal and state laws: Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA), and Section 504.

OUR SCHOOL CULTURE

At Drury, we believe in:

- Respecting yourself, others, and the school
- Taking responsibility for your actions
- Maintaining a safe, inclusive, and positive school community

We use a **restorative and supportive approach** whenever possible, helping students learn from mistakes and repair harm.

GENERAL SCHOOL RULES

Students are expected to:

- Be on time for school, class and prepared for every class with their Chromebooks and other required materials
- Follow directives from all school staff
- Treat classmates and staff with respect
- Refrain from using inappropriate language, gestures, or behavior
- Keep all areas clean and safe (hallways, bathrooms, classrooms)
- Use school technology responsibly
- Follow all safety procedures and policies

PROHIBITED BEHAVIORS

These behaviors will result in **disciplinary action** (up to and including out of school suspension or expulsion):

- Physical or verbal aggression, threats, assaults
- Bullying, harassment, or hate speech
- Theft, vandalism, destruction of property
- Cutting class or school; leaving school without permission
- Repeated class disruptions
- Substance use or possession (drugs, alcohol, tobacco); distribution
- Possession of weapons or other dangerous items
- Academic dishonesty (cheating, plagiarism)
- Refusing reasonable adult directives

Note: This is not an inclusive list but a representative of behaviors that are unacceptable. School officials reserve the right to provide consequences for any conduct that they deem are disruptive, dangerous or illegal.

DISCIPLINE PROCESS

Whenever possible, staff will use **restorative conversations, reflection time, and behavior interventions** before assigning consequences.

Consequences may include:

- Teacher detention
- Office detention
- Parent/guardian meetings
- Behavior contracts or plans
- Loss of privileges (events, parking, etc.)
- Suspension (in-school or out-of-school)
- Restitution or repair of damage caused

Severe or repeated violations may result in:

- Long-term suspension
- Referral to community organizations (ie: NBCC) or juvenile court (CRAs)
- Police involvement, if required by law

RESTORATIVE PRACTICES

Drury staff may use restorative circles or conferences to help resolve conflicts, rebuild relationships, and support accountability. Students are encouraged to participate in these practices as part of our commitment to personal growth and community. These practices are aligned to our Portrait of a Graduate competencies:

1. Communication: I will communicate effectively and with purpose to different audiences in a variety of settings.
2. Global Citizen: I will empower others, serve my community, and better the world.
3. Prepared Individual: I will develop the academic foundations to thrive in future educational pursuits, career, and life.
4. Lifelong Learner: I will actively pursue lifelong learning so that I can embrace opportunities and adapt to changing circumstances.
5. Critical Thinker: I will think deeply and creatively in order to solve difficult and complex problems.
6. Responsible Person: I will demonstrate personal responsibility through my words and actions.

Drury High School works with students to frame behaviors that may interrupt teaching and learning into tiers to determine appropriate responses and interventions.

ACADEMIC INTEGRITY & CHEATING

Academic honesty is essential to learning. Students are expected to do their own work and act with integrity. Please see [Drury's full academic dishonesty and AI guidelines](#) as well as a student FAQ for more information. Students should reference School Committee Policy File: IJNDG – GENERATIVE ARTIFICIAL INTELLIGENCE for more information.

Examples of academic dishonesty include:

- Copying someone else's work or allowing others to copy yours
- Plagiarizing (using someone else's words or ideas without credit)
- Using unauthorized notes or technology on assignments or tests
- Submitting someone else's work as your own
- Sharing answers during a test or quiz
- Using artificial intelligence (AI) to generate or complete work without teacher approval

PLAGIARISM

Plagiarism includes copying:

- Sentences or paragraphs from books, websites, or generative AI tools
- Images or graphics without credit
- Work from another student

Even if it is unintentional, plagiarism is still a form of cheating and will result in a consequence.

CONSEQUENCES FOR ACADEMIC DISHONESTY

Consequences may include:

- Receiving a **zero** on the assignment
- Redoing the assignment for partial credit
- Teacher or administrator contact with caregivers
- Academic probation or exclusion from honor societies, leadership roles, or awards
- Additional disciplinary action for repeated offenses

Students are expected to **take responsibility**, reflect on their choices, and learn from the incident.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and their caregiver with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the caregiver for school communications (or other method agreed to by the principal and caregiver) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. In-school short-term suspensions or Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A caregiver present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and caregiver, and provide reasons for the determination. If the student is suspended, the principal shall inform the caregiver of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the caregiver for school communications (or other method agreed to by the principal and caregiver) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information.

The student, and caregiver if present, shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate. Additionally, the student shall have the following additional rights:

In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

- i. the right to be represented by counsel or a lay person of the student's choice, at the student's and or caregiver's expense;
- ii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iii. the right to cross-examine witnesses presented by the school district;
- iv. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the caregiver for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the caregiver at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or caregiver requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and caregiver.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

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

SUSPENSION OR EXCLUSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H AND 37H¹/₂

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

- **Possession of a dangerous weapon, possession of a controlled substance, or assault of staff.** A student may be subject to exclusion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and caregivers in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student excluded for such an infraction shall have the right to appeal the decision to the Superintendent. The excluded student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- **Felony complaint or issuance of felony delinquency complaint.** Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal

if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and caregiver(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN

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

- Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- Any student who is expelled or suspended from school for more than ten (10) consecutive days, out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below. The principal shall notify the caregiver and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

DISCIPLINING STUDENTS WITH DISABILITIES

Although all students are expected to meet requirements of the Student Discipline Code as set forth in this handbook, if the TEAM has determined that a student cannot be expected to meet this Code, it shall be documented in the student's Individualized Education Program (IEP), or a 504 Plan. All alternative approaches to the Code must be listed in the student's IEP, or a 504 Plan. A student who has an IEP, or has been considered to be in need of special education, may be disciplined and/or suspended in the same manner as a non-eligible student for any period if it does not exceed ten (10) cumulative days in the school year. Before a suspension of a special education student that goes beyond ten (10) cumulative days, a Manifestation Determination shall be made at a TEAM meeting; a Functional Behavioral Assessment may be completed as well by a Student Service staff person. If all the process requirements set forth for the Manifest Determination have been met, then the TEAM has one of two choices to make based on the answers to two (2) questions. These questions are: (a) "Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?" and (b) "Was the conduct in question the direct result of the school's failure to implement the student's IEP?" The TEAM may determine that the conduct was not a manifestation of the student's disability, and the student may be disciplined in the same manner as a non-eligible special education student, such as being excluded for more than ten (10) days. In cases involving removals for behavior not found to be a manifestation of the student's disability, the IEP TEAM shall also establish how the special education services will be provided when the student is excluded. If the IEP TEAM determines that the behavior creating the need for exclusion is a manifestation of the student's disability, the TEAM must take immediate steps to remedy those deficiencies in the student's IEP, or placement, and/or in their implementations in order to better address the behaviors and prevent them from recurring.

The above rights also apply to students who have 504 Plans, and whose behavior may be a manifestation of their disability. Whether or not the student's conduct/behavior is a manifestation of the disability, the student may be placed in an intermediate alternative educational setting if there is documentation of carrying or possessing a weapon at school, on school premises, or at a school function, of knowingly possessing, using, selling, or soliciting the sale of a controlled substance while at school, on school premises, or at a school function; or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

The above rights also apply to students who have been referred for special education services, even if it has not been determined if the student is eligible for special education services at the time of the infraction of the Code. If it is deemed that the school knew, or should have known, that the student was in need of special education services at the time of misconduct under consideration, then the same protections may apply to those students. As consistent with Massachusetts General Law c.76 s.5 "The North Adams Public Schools adheres to nondiscrimination in the student disciplinary process." All appeals about discipline cases can be made directly to the Bureau of Special Education Appeals.

Contact information is as follows:

Bureau of Special Education Appeals,
Massachusetts Division of Administrative Law Appeals 350 Main Street,
Malden, MA 02148
781-338-6400

Students identified as having a disability and provided with a Section 504 plan

1. Students are expected to meet the expectations for behavior identified in this handbook.
2. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more

than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination shall be done.

3. A student with a 504 plan may not be disciplined beyond ten days if his/her conduct is a manifestation of his/her disability.

DRUGS, ALCOHOL & SUBSTANCE USE

Drury High School is a **drug- and alcohol-free campus**. It is a **violation of state law and school rules, and a threat to the welfare of others at school**, for anyone to **possess, use, sell, or distribute alcohol or drugs on school grounds or at school sponsored activities** at any time.

WHAT'S NOT ALLOWED

Students may not:

- Use, carry, or be under the influence of **alcohol, illegal drugs, or marijuana**
- Use or possess **vape devices, nicotine, or tobacco products**
- Share or sell any substances or paraphernalia
- Misuse **prescription or over-the-counter medication**

This includes on school grounds, at school events, and on the way to or from school.

CONSEQUENCES

Violations will result in serious consequences, which may include:

- Suspension from school (in or out of school)
- Confiscation of the substance
- Caregiver notification and required meeting
- Referral to counseling or substance education
- Possible police involvement
- Loss of participation in extracurricular activities, field trips, and/or school events

For a full list of consequences, please see the district's Code of Conduct, Character and Support.

SUPPORT IS AVAILABLE

We know that substance use is a real issue for some students and families. Drury offers support through:

- **School counselors and adjustment counselors**
- **Community-based resources** for substance use and mental health
- **Restorative conferences** and reentry plans following suspension

If you or someone you know is struggling, talk to a trusted adult at school — we're here to help.

CATEGORY I: SELLING, DISTRIBUTING, OR POSSESSION OF A CONTROLLED SUBSTANCE WHILE UNDER SCHOOL JURISDICTION.

1. As noted in the Education Reform Act, Chapter 71, Section 37H: any student who is found on school premises or school related events, including athletic games, in possession of a controlled substance is subject to exclusion from the school or school district by the principal.
2. Notification of parent or guardian.
3. Notification of police.

4. The principal shall schedule a hearing with the student, parent or guardian to review the violation, at which time the student may present evidence or witnesses.
5. After the hearing the principal may (at his or her discretion) make the decision to suspend rather than expel the student.
6. Student-Athletes who violate the drug and alcohol policy will also be subject to consequences related to the Athletic Department's Chemical Health Rule & Student Athletic Eligibility. See the Athletic Director for Interscholastic Rules & Athletic Contract for information on violations and penalties.
7. If suspended, the student must participate in the initial meeting to screen for potential alcohol and/or drug problem and Readmission Procedure described below.

CATEGORY II: POSSESSING ALCOHOL OR A LOOK-ALIKE DRUG WHILE UNDER SCHOOL JURISDICTION.

A look-alike drug is a substance which simulates, appears like or is intended to be a drug. (Examples are spices in cigarette papers or over the counter medications such as No-Doz.)

1. Notification of caregiver.
2. Notification of police.
3. Initiate appropriate disciplinary consequences including but not limited to office detention, external suspension, being escorted to and from class and other approved locations by school staff.
4. Follow the Readmission Procedure described below.

CATEGORY III: UNDER THE INFLUENCE OF ALCOHOL, A DRUG, OR A LOOK-ALIKE DRUG WHILE UNDER SCHOOL JURISDICTION.

1. When a staff member suspects a student is under the influence of alcohol, a drug or a look-alike drug, the staff member will immediately escort the student to the health aide. If the student is uncooperative, the administration will immediately be contacted. The health aide will determine if the student is under the influence of any substance and will take whatever action is necessary to protect the student's health.
2. Notify parent or guardian, and dismiss them into their physical custody.
3. Refer for examination by a physician.
4. Notify police.
5. Initiate appropriate disciplinary consequences including but not limited to office detention, external suspension, etc.

DRUG AND ALCOHOL - READMISSION POLICY

In all cases of violations of the Drug and Alcohol Policy, the student may be readmitted to classes when the following criteria have been met including the minimum days of suspension:

1. The student must meet with the substance abuse educator and school adjustment counselor who will make recommendations for further treatment, if indicated, which may include referral to community treatment programs.
2. A readmission conference, convened by the administration, and attended by the student, parent or guardian, school counselor, and involved school staff, will be satisfactorily concluded. This will include student and parent or guardian review and compliance with treatment recommendations.

SMOKING, TOBACCO AND VAPING POLICY

Massachusetts General Law states that: "The superintendent of every school district shall prohibit the use of any tobacco products within the school building, the school facilities, on the school grounds, or on the school buses by any individual, including school personnel."

Students found in possession of tobacco products (including e-cigarettes, vaping devices, and the equivalent), or a controlled substance (including but not limited to marijuana, cocaine, and heroin) on school grounds or at a school sponsored event will have their contraband items confiscated, be referred to a school- or community-based substance use education program, and receive disciplinary consequences including but not limited to loss of privileges, office detention, internal suspension, and external suspension. Pursuant to M.G.L. c. 71, § 37H, students found in possession of a controlled substance may also be subject to expulsion from the school or school district. Student-Athletes who violate the smoking & tobacco policy will also be subject to consequences related to the Athletic Department's Chemical Health Rule & Student Athletic Eligibility. See the Athletic Director for the Interscholastic Rules & Athletic Contract for information on violations and penalties.

Schools within the North Adams Public Schools district reserve the right to install vape detectors (or the equivalent) and take the following steps to protect the safety of all persons within the building, on the grounds and facilities:

- If a vape detector alert goes off and there is evidence of a student in the bathroom (via camera in hallways or a staff member witnessing the presence of a student) at that time, it may constitute reasonable suspicion for the principal or designee to perform a reasonable search of that student
- Or if a staff member witnesses a student in possession of a vape device, it may constitute reasonable suspicion for the principal or designee to perform a reasonable search of that student
- A reasonable search of a student may include asking a student to empty and turn out their pockets, remove accessories including shoes, searching bags and personal belongings, and the use of a metal detector wand
- Students refusing a reasonable search will be subject to disciplinary action, which may include suspension, by the school principal or designee

A bathroom monitor may be assigned by Administration in the event there is evidence of excessive alcohol, tobacco (or vaping device use), or controlled substance violations in the student bathroom areas. Access to the student bathroom will not be restricted, but limits may be placed on the number of students in the restroom at any given time. Waiting in line to access the bathroom does not constitute restricting access.

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 of verbal screening for substance abuse disorders in advance of the first round of screening 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.

FOOD AND BEVERAGE POLICY

Students violating this policy will be subject to disciplinary measures.

1. The Foreign Language hallway is a food and fragrance-free hallway. No food may be carried through this hallway and no perfumes or scents may be applied.

2. No beverages or food of any kind are allowed in the arts rooms, communications labs, computer labs, the auditorium, the Bucky Bullett Gymnasium, the library, and the production laboratories.
3. Food and drink purchased at Drury may be allowed in other classrooms and learning spaces if approved by the teacher AND no students or adults with food allergies are present in the room.
4. Administrative approval is required for evening programs and special events, where food and beverages may be sold or provided.
5. The sale of candy or competitive food (for fundraisers) is prohibited during the school day.
6. **No food delivery is permitted for students throughout the school day this includes but is not limited to local delivery, Door Dash, Uber Eats, etc.**
7. **Students are prohibited from bringing in energy drinks.**
8. Sometimes students forget their lunch. If this is the case, only approved contacts (as listed in PowerSchool) may drop off lunch to their child however, students may not leave class to pick up their food. Food will be held in the main office until the student has lunch.

GAMBLING

Gambling of any kind is **not allowed** at Drury High School. This includes:

- Betting money or valuables on games of chance (e.g., card games, dice, sports outcomes)
- Using apps or websites to place bets or wagers during the school day
- Organizing or participating in raffles, pools, or other gambling-related activities without permission

CONSEQUENCES

Engaging in gambling at school may result in:

- Confiscation of materials
- Parent/guardian contact
- Loss of privileges (including field trips or extracurriculars)
- Suspension or other disciplinary action depending on the severity

Students are encouraged to make smart, respectful choices — gambling is not part of a healthy or safe school environment.

HALLWAY PASSES & CONDUCT

PASS EXPECTATIONS

To leave class during instruction, students must:

- Ask permission from the teacher
- Use an **official hallway pass** by signing out of the classroom with their student ID
- Travel **directly** to and from their destination (no wandering or detours)

Students in the hallway without a pass may be marked for a class cut (CC) and will be subject to disciplinary action per the district's Code of Conduct, Character and Support.

HALLWAY BEHAVIOR

While in the hallways, students are expected to:

- Walk calmly and respectfully
- Keep noise at a reasonable level
- Avoid blocking doorways or stairwells
- Refrain from public displays of affection
- Use respectful language and behavior at all times

- Follow directions from all staff members

PASSING TIME

- Passing time between classes is **3 minutes**
- Students are expected to be **in class on time** and ready to learn

MEDIATION

Upon request, members of administration and guidance may support student conflict resolution through mediation. Interested parties should contact the Dean of Students or a School Counselor.

OFFICE DETENTION

Detention is assigned by the administration for disciplinary referrals from teachers and/or general school infractions. These are held for one hour after school until 3:25 p.m. with a 24 hour notice. Failure to attend office detention will result in disciplinary consequences including but not limited to internal suspension or external suspension.

TEACHER DETENTION

Teachers may give after school detention for disciplinary issues. The student is notified of the infraction and given a 24- hour notice to arrange for transportation. A 3:25 p.m. late bus is made available for North Adams students.

HOAX DEVICES/SUBSTANCES

MGL Chapter 266: Section 102A1/2. Possession, transportation, use or placement of hoax devices; penalty; law enforcement or public safety officer exemption

Section 102A1/2. (a) Whoever possesses, transports, uses or places or causes another to knowingly or unknowingly possess, transport, use or place any hoax device or hoax substance with the intent to cause anxiety, unrest, fear or personal discomfort to any person or group of persons shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than five years or by a fine of not more than \$5,000, or by both such fine and imprisonment. Hoax Devices/Substances may include, but are not limited to: objects or materials mimicking an explosive device or harmful chemicals/agents.

BOMB THREAT/THREAT OF SCHOOL VIOLENCE

MGL Chapter 269: Section 14. Deadly weapons, explosives, chemical or biological agents, or other deadly device or substance; threatened use or presence; threat to hijack; disruption of school, public building or transport; punishment; restitution. In essence, students may be charged for making bomb threats, threats to commit a crime or general threats causing a serious disruption to the school day. (b) Whoever willfully communicates or causes to be communicated, either directly or indirectly, orally, in writing, by mail, by use of a telephone or telecommunication device including, but not limited to, electronic mail, Internet communications and facsimile communications, through an electronic communication device or by any other means, a threat:— (Such threats may include, but are not limited to references to: guns, explosive devices, harmful substances/chemicals, etc. whether or not they are in fact used or present.) (c) Whoever willfully communicates or causes to be communicated such a threat thereby causing either the evacuation or serious disruption of a school, school related event, school transportation, or a dwelling, building, place of assembly, facility or public transport, or an aircraft, ship or common carrier, or willfully communicates or causes serious public

inconvenience or alarm, shall be punished by imprisonment in the state prison for not less than 3 years nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 2 1/2 years, or by fine of not less than \$1,000 nor more than \$50,000, or by both such fine and imprisonment.

AMMUNITION/FIREARMS

MGL Chapter 140: Section 129C. Application of Sec. 129B; ownership or possession of firearms or ammunition; transfers; report to executive director; exemptions; exhibiting license to carry, etc. on demand. In essence, students may be charged for bringing, exchanging and/or possessing firearms and/or ammunition in school.

SPECIAL LAWS

Complete copies of the following laws will be distributed in print to a student upon request but are available electronically by clicking the links: [STUDENT RIGHTS PERTAINING TO RECORDS](#), [STUDENT RIGHTS AND DUE PROCESS](#), [HAZING LAW](#).

SCHOOL CONDUCT AT SCHOOL-RELATED EVENTS

Whether you're attending a game, concert, dance, field trip, or any school-sponsored activity — on or off campus — you are expected to represent Drury High School with **respect, responsibility, and pride**.

EXPECTATIONS AT EVENTS:

- Follow all school rules, even off campus
- Be respectful to staff, chaperones, performers, players, officials, and other guests
- Stay in **designated areas** during the event
- Refrain from using inappropriate language or behavior
- Follow directions from event staff and administrators
- Clean up after yourself

NOT ALLOWED AT ANY EVENTS:

- Drugs, alcohol, vapes, or tobacco
- Aggressive or disruptive behavior
- Inappropriate clothing (see dress code)
- Leaving the event without permission (re-entry may not be allowed)

CONSEQUENCES FOR MISBEHAVIOR:

- Removal from the event
- Parent/guardian notification
- Loss of future event privileges (games, dances, trips, etc.)
- Suspension or other school-based consequences

Remember: **your behavior at events reflects on you and your school**. Let's keep our events safe, fun, and positive for everyone.

DANCES & SOCIAL EVENTS

Drury dances are a chance to celebrate and have fun — but they're still school events, and all school rules apply.

TO ATTEND A DANCE:

- You must be a **Drury student in good standing** (No major behavior issues or outstanding obligations)
- **Attended school** on the day of the event (or the Friday before if the dance is on a weekend)
- You must **arrive on time** and **stay for the whole event**, unless dismissed early by a parent or administrator
- You must follow the **dress code** for the event
- Fill out the Dance Code of Conduct form **prior** to the event (recommended to be filled out when purchasing the ticket)

GUESTS:

- Guests from other schools must be **pre-approved** by administration
- A **guest form** must be submitted by the deadline
- Guests must follow all Drury rules and may not be older than **20 years old**

NOT ALLOWED AT DANCES:

- Drugs, alcohol, vapes, or tobacco
- Inappropriate or unsafe dancing
- Fighting, roughhousing, or disruptive behavior
- Leaving and re-entering the event
- Provocative or disrespectful behavior toward staff or peers

CONSEQUENCES:

- Removal from the dance
- Parent contact
- Loss of future dance or event privileges
- Suspension or other disciplinary action if rules are seriously violated

Note: The administration reserves the right to search students prior to entering any school-sponsored event and/or use breathalyzers if the administration believes the student is under the influence. Let's work together to make our dances **safe, respectful, and fun** for everyone!

UNAUTHORIZED AREAS

To keep everyone safe and focused on learning, students must stay in **approved and supervised areas** during the school day.

STUDENTS ARE NOT ALLOWED IN:

- Any classroom, office, or hallway without a staff member present
- Locker rooms or the gym when not in PE or a supervised activity
- The auditorium or stage without a staff member
- Parking lots or vehicles during the day (without admin approval)
- Boiler rooms, storage areas, or maintenance spaces
- Areas behind the school or in wooded sections of campus

CONSEQUENCES:

Being in an off-limits area without permission may result in:

- A **class cut (CC)**
- **Detention or suspension**

- A parent/guardian conference
- Loss of privileges (events, parking, etc.)

If you're ever unsure if a space is off-limits, **ask a staff member first**. Staying in the right areas helps keep everyone safe and accountable.

HAZING

Hazing of students is strictly prohibited by the Massachusetts General Laws. Furthermore, the North Adams Public Schools prohibits hazing on school grounds, buses, and at Drury school-sponsored events. A student involved in hazing as a participant or organizer will receive disciplinary consequences including but not limited to office detention, external suspension, etc..

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization which will endanger, either physical or mental, a student's person. The law specifically states:

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term hazing as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

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

CORPORAL PUNISHMENT

School staff may not hit, spank, or physically punish students. However, reasonable force can be used by staff members to protect students, other persons, or themselves from an assault by a student.

BULLYING PREVENTION

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

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;

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

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

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

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

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

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

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

- Bullying is prohibited.
- On school grounds
- On property immediately adjacent to school grounds.
- At school-sponsored or school-related activities.
- At functions or programs whether on or off school ground
- At school bus stops
- On school buses or other vehicles owned, leased or used by the school district; or
- Through the use of technology or an electronic device owned, leased or used by the North Adams Public Schools;

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

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

BULLYING PREVENTION AND INTERVENTION PLAN

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement

agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

REPORTING BULLYING

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

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

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

INVESTIGATION PROCEDURES

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

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

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

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying. If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

RETALIATION

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

TARGET ASSISTANCE

The North Adams Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

TRAINING AND ASSESSMENT

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

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

PUBLICATION AND NOTICE

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

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

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook. The bullying prevention and intervention plan shall be posted on the North Adams Public Schools website.

ADDENDUM TO BULLYING PREVENTION POLICY

Reporting, Investigation and Response to Bullying and Retaliation

(a) Reporting from Faculty/Staff - as detailed in the Faculty/Staff Handbook.

(b) Reporting by Students, Parents or Guardians, and Others

1. Parents, guardians and other students serve a paramount role in protecting students from bullying and harassment. Students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation are expected to report it to the principal or dean of students.
2. Caregivers and students may make a verbal report or written report to the principal or Dean of Students and may be assisted in completing a Bullying Prevention Incident Report Form by the administrator.
3. The Bullying Prevention Incident Report Form may be downloaded from the school and district webpage and is also available in common office areas.
4. Reports may be made anonymously by caregivers students and others but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

(c) Investigation Upon the receipt of a report, the Principal or Dean of Students will:

1. Take initial steps to restore a sense of safety and prevent further incident to the targeted student(s).

2. Follow the procedures indicated in the Flow Chart for Investigating Bullying that is aligned to the Bullying Prevention Incident Report Form. If the form has not been completed, the principal/dean of students will complete. This procedure includes gathering information about the time, location, etc., interviewing witnesses, interviewing the target, interviewing the alleged aggressor, checking the disciplinary record for prior incidents of harassment, bullying or retaliation and making a determination whether bullying or retaliation has occurred.
 3. If the report involves students from another school or school district, the principal of that school will be notified by telephone.
 4. If, at any point during an investigation, the principal/dean of students has a reasonable basis to believe that criminal charges may be pursued, the School Resource Officer will be consulted and the North Adams Police will be notified.
- (d) Response If it is determined that bullying or retaliation has occurred, the principal/dean of students will take the following steps to prevent recurrence and to ensure that the target is not restricted in participating in school:
1. Assign disciplinary consequences to the aggressor per the student handbook code and implement aggressor interventions per the Safety Plan (Appendix E).
 2. Complete or refer to the school counselor to complete the Safety Plan with the targeted student and to assure for follow up to the Safety Plan (Appendix E).
 3. Promptly notify the parents/guardians of the aggressor and the target about the results of the investigation and about what actions are being taken to prevent further acts
 4. Notice to parents/guardians must comply with state and federal privacy laws and regulations.
 5. If indicated, refer the target and family and the aggressor and family to the school counselor to assess need for counseling or referral.
 6. Follow up with the aggressor to review progress.
 7. Submit report to principal and superintendent.
 8. It is the responsibility of the principal and deans to consider if reports of harassment, bullying and other conduct also constitute discriminatory harassment per federal and state civil rights regulations or laws. If the behavior causes a hostile environment, the school may be obligated to extend the scope of the response beyond the interventions with the target and aggressor. For example, a more comprehensive response could include: convening the emergency response team or instructional leadership team to plan response, re-education to students and staff about expectations for behavior and policies against discrimination, conducting outreach to members of the targeted group to identify problems, holding classroom discussions and staff training to increase awareness about discrimination, re-posting information about how to report harassment violations and contact information for the district civil rights coordinator, reviewing policies for needed revisions, increasing supervision in identified areas, etc.
 9. If the targeted student or parent/guardian are not satisfied with the determination of the investigation, they can appeal to the superintendent. Targeted students are expected to report any reoccurrences or retaliatory behaviors by the aggressor.

ANTI-DISCRIMINATION & ANTI-HARASSMENT

The North Adams School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have

cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

WHAT IS DISCRIMINATION, INCLUDING HARASSMENT?

- a. **Discrimination:** Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- b. **Harassment:** Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person's protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements;
 - Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
 - Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
 - Telling degrading or offensive jokes;
 - Unwanted physical contact of any kind;
 - Physical violence, threats of bodily harm, physical intimidation, or stalking;
 - Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
 - Defacing, damaging, or destroying school or another's property.
- c. **Sexual Harassment:** Conduct on the basis of sex that satisfies one or more of the following:
 - i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
 - ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

RESPONSIBILITIES OF ALL PERSONS ASSOCIATED WITH EDUCATIONAL COMMUNITY

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including

harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

DESIGNATED OFFICIALS FOR ADDRESSING DISCRIMINATION AND HARASSMENT COMPLAINTS

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

THE CIVIL RIGHTS AND TITLE VI COORDINATOR:

Thomas Simon
Director of Student Support Services
North Adams Public Schools
10 Main Street, Second Floor
North Adams, MA 01247
413-776-1670 ext. 2
tsimon@napsk12.org

TITLE IX COORDINATORS:

Thomas Simon
Director of Student Support Services
North Adams Public Schools
10 Main Street, Second Floor
North Adams, MA 01247
413-776-1670 ext. 2
tsimon@napsk12.org

Gretchen West
Assistant Director of Special Education
North Adams Public Schools
10 Main Street, Second Floor
North Adams, MA 01247
413-776-1660 ext. 2
gwest@napsk12.org

The school will have both a male and female Title IX Coordinator. The contact information for the Title IX Coordinators will always be prominently displayed on the school’s website.

SECTION 504/TITLE II COORDINATOR:

Thomas Simon
Director of Student Support Services
North Adams Public Schools
10 Main Street, Second Floor
North Adams, MA 01247
413-776-1670 ext. 2
tsimon@napsk12.org

PROCEDURE FOR REPORTING DISCRIMINATION AND HARASSMENT

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment. A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;

3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

INVESTIGATION OF COMPLAINTS

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of

receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

CONSEQUENCES OF VIOLATING POLICY - DISCIPLINE & DISCHARGE

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

CONFIDENTIALITY

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

STATE AND FEDERAL AUTHORITIES

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Telephone: (781) 338-3000

PROCEDURE FOR REPORTING AND INVESTIGATING HARASSMENT ON THE BASIS OF SEX

Notice: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both parties upon receipt of a formal complaint, and investigate under specified procedures. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield")
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and

- Document and keep records of all sexual harassment reports and investigations for at least seven years.

RECORD KEEPING FOR SEXUAL HARASSMENT COMPLAINTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school's investigation (including complaints (formal and informal), notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website. Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure. Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

PHYSICAL RESTRAINT

The North Adams Public School District complies with Massachusetts regulation 603 C.M.R. 46.00 et seq.. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate. Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement.

STUDENT ACTIVITIES AND ATHLETICS

EQUAL OPPORTUNITY STATEMENT

The School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

ACADEMIC ELIGIBILITY FOR ATHLETICS

To participate in sports activities at Drury, students must meet the following **academic requirements**:

DURING THE SCHOOL YEAR

- Eligibility is based on **the last completed marking period** (except after Quarter 4 — see below)
- Students must:
 - **Pass at least three core academic classes per quarter**, and
 - **Pass both English and Math** (if enrolled that semester)
- A **Failure Due to Absence (FA)** in any class will automatically make a student **ineligible**.

FALL SPORTS & ACTIVITIES (BEGINNING OF THE YEAR)

- Eligibility is based on the **final grades** from the **previous school year**
- Students must have:
 - **Passed at least six classes**, and
 - Earn a **passing grade in both Math and English**

ACADEMIC PROBATION

Eligibility is **re-checked at progress report time** each quarter:

- If a student is not meeting the requirements, they will be placed on **academic probation**
- While on probation, students may **still participate in practices**, but must improve their grades in order to play in competitions
- Probation will be lifted once **improvement is verified** by the **Athletic Director** or the **Athletic Coordinator**

ATHLETICS & SCHOOL ACTIVITIES ATTENDANCE

To participate in **afterschool activities, sports practices or competitions**, students must follow all attendance expectations.

- Students must arrive at **Drury High School by 9:00 a.m.** to participate in **any athletic event** that day
- If a student arrives **after 9:00 a.m.**, they are **not eligible** to participate in practice or competition **unless approved by the Principal**
- Excused absences must be documented and approved **in advance**
- If a student gets dismissed, **they are not eligible to participate in practice or competitions** unless they provide appropriate documentation (ie: doctor's note) for the dismissal

DETENTIONS FOR TARDINESS

- Any athlete who owes a **detention for excessive tardiness** must serve it **before participating** in practice or games
- Failure to serve required detentions will result in **ineligibility** until the detention is completed

Consistent attendance shows commitment to both academics and athletics. Students are expected to meet these expectations to remain in good standing with their team.

GOOD CITIZEN RULE

MIAA mandated: Students may not represent their school if they have been assigned In-School (SI) or Out-Of-School (SE) Suspension for the day.

HOME EDUCATED STUDENTS

Students who are homeschooled can participate in Drury athletics if they meet the following requirements:

TO BE ELIGIBLE:

- The student's **home education plan must be approved** in advance by the North Adams Public Schools superintendent or designee and the following conditions are met:
- The student must reside in the school district that serves the high school or within a town that has a tuition agreement with the North Adams Public Schools and the superintendent has approved the relevant extracurricular program for home education student participation.
- The principal has determined appropriate high school grade level placement (9-12) for each home educated student in conjunction with chronological age and educational plan.
- The student must follow the **same eligibility rules** as enrolled Drury students (including academic and attendance expectations)
- The student must meet **MIAA eligibility requirements** (as determined by the Athletic Director)

Homeschool families must provide **regular academic progress updates** if requested by the school.

ATHLETICS AT DRURY HIGH SCHOOL

Drury offers a wide range of athletic opportunities throughout the year. Students must meet all academic, behavioral, and health requirements in order to participate.

ATHLETIC OFFERINGS

Fall Sports	Winter Sports	Spring Sports
Football (V, JV)*	Boys & Girls Basketball (V, JV)	Baseball (V, JV)
Boys & Girls Soccer (V, JV)	Ice Hockey (V)*	Softball (V, JV)
Girls Volleyball (V, JV)	Wrestling (V)*	Boys & Girls Lacrosse*
Boys & Girls Cross Country*	Cheerleading (V)	Boys & Girls Track (V)*
Golf*		

*Indicates cooperative teams hosted at another school.

BEFORE YOU CAN TRY OUT OR PRACTICE

To participate in any sport, students must:

1. Attend a **preseason meeting** with the coach
2. Be **academically eligible** (see eligibility policy)
 - Fall sports require passing **6 classes** from the previous year, including **English and Math**
 - Winter and spring sports require passing **3 core classes** (Crew is not considered a core class) in the most recent quarter and passing **English and Math**
3. Have a **physical exam** within the last **13 months** (uploaded to **FamilyID**)
4. Complete **all forms** in **FamilyID**, including digital signatures
5. Be **under age 19**, or notify the Athletic Director for a waiver
6. Notify the Athletic Director if you are a **transfer student**
7. Have **no outstanding athletic equipment fees** from a previous season

TRYOUTS

- Coaches will explain team expectations during tryouts
- Athletes must show they can meet those expectations
- Students who don't make the team are encouraged to:
 - Speak with the coach for feedback
 - Consider joining another sport that season

TEAM SELECTION & PLAYING TIME

- Coaches decide:
 1. Which players make the team
 2. What level (JV or Varsity) they will play
 3. How much playing time each athlete receives

If a student has questions:

- Start by speaking directly with the coach
- If concerns remain, caregivers may schedule a meeting with the coach, and then the **Athletic Director** if needed

ATHLETE RESPONSIBILITIES

- Being part of a Drury team is a **privilege**, not a right
- Athletes are expected to:
 - Lead by example in school and in the community
 - Follow all school rules and team expectations
 - Sign and follow the **Athletic Contract**

SCHOOL EQUIPMENT

- Athletes are responsible for all uniforms and gear issued to them
- Lost or damaged items must be **paid for in full**
- All items must be returned within **7 days** of the season's end
- Uniforms may only be worn during **approved times**

ATHLETIC AWARDS

Varsity athletes may be eligible for:

- **Varsity Certificate & Letter** if they:
 1. Complete the full season
 2. Participate in **at least 50%** of the team's games/meets
 3. Meet their sport's point or performance requirements
- **Insignia Bars** are awarded to athletes who:
 1. Already earned a letter
 2. Continue to meet varsity-level expectations

PHYSICALS & INJURIES

- A **valid physical exam** (within 13 months) is required to participate
- Injured athletes must submit an **MIAA Return to Play form** signed by a doctor before resuming practices or games

This also applies to athletes injured in a previous season who join a team late

CLASS DUES & FUNDRAISING

SENIOR YEAR

- **Class dues are collected during senior year** to help pay for:
 - Cap and gown for graduation
 - Yearbook
 - Other senior class expenses

Information about dues (amount and deadline) will be shared early in the year. Families facing financial hardship should speak with the **senior class advisor or school administration** for support.

GRADES 7–11

- **No class dues are collected** in earlier grades
- Instead, class officers and advisors may organize **fundraisers** to help pay for class trips, events, and other activities
 - All fundraising must be approved by the principal and superintendent prior to the start of the fundraiser

All students are encouraged to participate in fundraising to help keep future class events affordable and accessible for everyone.

HONOR SOCIETIES

Drury High School recognizes academic achievement and strong character through the following honor societies:

NU SIGMA EPSILON

Nu Sigma Epsilon is Drury's **junior honor society**, open to students who:

- Have an **unweighted GPA of 3.0 or higher**
- Maintain **good character and behavior**
- Have completed at least **2½ years** at Drury

Eligible students are invited to join based on their academic record and conduct.

PRO MERITO

Founded in 1917 by former Drury Principal Dr. H.H. Gadsby, **Pro Merito** honors seniors who:

- Have earned an **unweighted GPA of 3.0 or higher**
- Maintain **good character and behavior**
- Maintained that GPA for at least **3½ years** at Drury

This society was created to recognize and encourage **academic excellence** over time.

STUDENT ELECTIONS & LEADERSHIP OPPORTUNITIES

Drury offers a variety of leadership roles through student government, class officers, and diverse clubs. Participation helps build leadership, teamwork, and responsibility.

STUDENT GOVERNMENT

- Students can run for **Student Council positions** each fall.
- Campaigns should be **positive, respectful, and follow all election rules**.
- After elections, all council members are expected to stay involved in:
 - School events
 - Community projects
 - School improvement initiatives

CLASS OFFICERS

- Starting in grade 11, students elect class officers (President, Vice President, Secretary, Treasurer) every fall.
- The officer roles help plan class-specific activities like:

- Fundraisers
- Dances and events
- Senior-year celebrations
- **Fundraising by officers** replaces class dues in grades 9–11.

OTHER LEADERSHIP OPPORTUNITIES

Students can also grow their leadership skills by:

- Leading or joining student **clubs and teams**
- Serving as **peer mentors, tutors, or ambassadors**
- Participating in **special committees**, like:
 - Portrait of a Graduate
 - Yearbook committee
 - Event planning teams
 - School improvement or cultural awareness groups
 - Student focus groups
 - Participating in surveys

EXPECTATIONS FOR STUDENT LEADERS

To hold a leadership role, students must:

- Maintain **positive behavior and good attendance**
- **Fulfill responsibilities**, including meetings and event planning
- Be a **positive role model** for others in academics and character

HEALTH SERVICES

The **Drury Health Office** is open from **7:45 a.m. to 2:20 p.m.** each school day to support student wellness and safety.

VISITING THE NURSE

- If you're **sick or injured**, go to the **Health Office** with a **pass from your teacher** via SchoolPass
- In non-emergency situations, students should fill out the nurse form prior to going down to the nurse
- If the nurse is not available, go to the **Main Office**
- The nurse will check you in when you arrive via Schoolpass
- For **serious injuries**, the nurse or a staff member will come to you
- For students using the nurse's restroom, they should sign out of class using a regular bathroom pass – no nurse pass is needed to use the restroom

IMMUNIZATIONS

- Students must have **up-to-date immunizations** to attend school (e.g., tetanus, MMR, polio)
- A **doctor's certificate** is required as proof
- Students without the required immunizations will not be allowed to attend school until updated

HEALTH SCREENINGS

- Vision and hearing tests are done yearly
- **Grade 8 students** also receive a **postural screening**
- Parents/guardians will be notified if any concerns are found

PRESCRIPTION MEDICATIONS

School personnel, other than the nurse, will not provide students with any medication. Before any prescription medication can be given by the nurse at school:

1. A **parent/guardian consent form** must be signed
2. A **doctor's order** must be submitted (can be faxed to the school)
3. Medication must be in its **original labeled container**
4. An **adult must deliver** the medication to the school nurse
 - *Students cannot carry medication, including over-the-counter items*
 - *Exceptions may be made for inhalers, EpiPens, or insulin — with nurse approval*

MORNING MEDICATIONS

- Please give **morning doses at home** before school starts
- If there is a barrier to this, contact the school nurse to make a plan

REFILLS AND EXPIRED MEDICATIONS

- The nurse will notify families when **refills or replacements** are needed
- Any medications **left at the end of the school year will be disposed of**

OVER-THE-COUNTER (OTC) MEDICATIONS

- The school has **standing doctor orders** for OTC meds (e.g., Tylenol, Motrin, Benadryl, antibiotic ointment)
- **Parental consent** must be on file (via PowerSchool or paper form)
- If there is no signed consent, the nurse will call home **before giving any medication**

If a student is found with any medication (even OTC), it will be confiscated and reported to administration. The student may receive consequences per the Code of Conduct, Character and Support.

CONTAGIOUS & REPORTABLE ILLNESSES

- If your child has a reportable illness (e.g., **COVID-19, measles, mumps, or chickenpox**), notify the **school nurse immediately**
- A **doctor's note** is required before returning to school after a contagious illness

ILLNESS OR INJURY DURING THE DAY

- If a student is too sick or injured to stay in school, the **caregiver will be contacted** and must arrange for **pickup and transportation home**

THE STEPHEN J DROTTER LIBRARY & MEDIA CENTER

The Drury High School Library is a welcoming space for students to read, research, study, and collaborate.

LIBRARY HOURS

- Open during school hours: **7:45 a.m. – 2:25 p.m.**
- Students may visit before or after school with permission

LIBRARY USE

- Students may visit the library during the day **with a pass from a teacher**
- All school rules apply in the library — respectful behavior is expected
- The library is a place for:

- Quiet reading
- Research and schoolwork (ie: making up assessments)
- Group projects (with approval)
- Technology use for learning

TECHNOLOGY & PRINTING

- Computers are available for schoolwork and research
- Printers are available for student use as needed
- Students must follow the district’s **Acceptable Use Policy (AUP)** when using school devices and internet access

BORROWING BOOKS & MATERIALS

- Students can check out books for up to **2 weeks**
- Items can be renewed if not requested by another student
- Reference books, current issues of magazines, and newspapers must remain in the library
- Students are responsible for:
 - Returning materials on time
 - Paying for lost or damaged books

LIBRARY SUPPORT

The library is staffed by a librarian paraprofessional and/or support staff who can help students:

- Find books and reliable resources
- Navigate research projects
- Use digital tools and databases

ENGLISH LEARNER (EL) SUPPORT

Drury High School is committed to supporting all students in becoming successful learners — including those whose first language is not English.

IDENTIFICATION & ASSESSMENT

- When a student enrolls, families complete a **Home Language Survey**
- If a student may be an **English Learner (EL)**, the school will assess their **English proficiency** in speaking, listening, reading, and writing
- This process helps determine if the student qualifies for **EL services**

EL SERVICES

Students identified as English Learners will receive support based on their individual needs. This may include:

- **Direct instruction** in English language development
- **Support in content-area classes** (like math or science)
- **Sheltered English Instruction (SEI)** strategies used by teachers
- **Consultation** between classroom teachers and EL staff

TRANSLATION & INTERPRETATION

To support families:

- Important school documents can be **translated** into your preferred language
- Interpreters are available for **parent-teacher conferences, IEP meetings, and other important events**

If your family needs support in your home language, please contact our **English Learner Coordinator**:

Elizabeth Whitman

✉ ewhitman@napsk12.org

☎ (413) 662-3255

SPECIAL EDUCATION

Drury High School provides support services for students with learning, social, emotional, and/or physical disabilities to help them succeed in school.

HOW SUPPORT BEGINS

- The **Student Support Team (SST)** works with teachers and families to identify students who may need help during regular classroom instruction.
- The goal is to provide **early support** to close any learning gaps before a referral for special education is made.

REFERRAL PROCESS

- A student can be referred for a special education evaluation by a **parent/guardian, teacher, principal, or doctor**.
- A referral starts the process of determining whether the student has a learning disability and may benefit from services.
- Before any testing is done, the **parent or guardian must give written permission**.

EVALUATION & IEP

- After the evaluation, a **team meeting** is held to review the results.
- If the team finds that the student qualifies for services, an **Individualized Education Program (IEP)** is created.
- The IEP outlines specific goals, services, and supports to help the student learn and grow.

SECTION 504 ACCOMMODATIONS

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
2. Has a record of such impairment; or,
3. Is regarded as having such an impairment

The North Adams School District acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school district. Under Section 504, the school district has the responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to a hearing with an impartial hearing officer. Any questions may be directed to:

Section 504/Title II Coordinator:

Thomas Simon, Director of Student Support Services
North Adams Public Schools

10 Main Street, Second Floor
North Adams, MA 01247
413-776-1670 ext. 2
tsimon@napsk12.org

EDUCATIONAL STABILITY - STUDENTS EXPERIENCING HOMELESSNESS

As required by law, the district will work with homeless children and youth and [unaccompanied youth](#) (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

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 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, 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 Education 3. 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.

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>

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 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.

NOTICE OF POSSIBLE PUBLICATION OF CERTAIN STUDENT INFORMATION

Throughout the year information such as student's name, class, honors and awards, participation in sports/activities, projects, photos or video productions may be publicized. Please notify your child's school, **IN WRITING**, if you do not want the school to disclose information about your child without prior written consent. **YOU MUST RE-SUBMIT THIS WRITTEN NOTIFICATION ANNUALLY.**

If you submit such written notification **NOT** to publish information about your child, this will cover **ALL** the information listed above, including publication of honors and awards. You **CANNOT** selectively release some information but prohibit the release of other information.

*Section 9528 (Armed Forces Recruiter Access to Students and Student Recruiting Information on the No Child Left Behind Act) requires schools receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide students' names, addresses and telephone listings to military recruiters when requested. Parents/guardians may opt out of section 9528 by specifying this in a written request not to publicize any student information (as stated above). If you agree to allow student's information to be publicized as described above, you are, BY LAW, consenting to Section 9528 also.

North Adams Public Schools
School Calendar 2025-2026

AUGUST/SEPTEMBER 2025 (23)

Mo	Tu	We	Th	Fr
25	26	27	28	29
X	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

FEBRUARY 2026 (15)

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
X	X	X	X	X
23	24	25	26	27

OCTOBER 2025 (22)

Mo	Tu	We	Th	Fr
6	7	8	9	10
X	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MARCH 2026 (22)

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2025 (16)

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	X	12	13	14
17	18	19	20	21
24	25	26	X	X

APRIL 2026 (17)

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
X	X	X	X	X
27	28	29	30	

DECEMBER 2025 (15)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
X	X	X	X	X
X	X	X		

MAY 2026 (20)

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X	26	27	28	29

JANUARY 2026 (19)

Mo	Tu	We	Th	Fr
			X	X
5	6	7	8	9
12	13	14	15	16
X	20	21	22	23
26	27	28	29	30

JUNE 2026 (16 including the 5 snow days)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	X
22	23	X	X	X
X	X			

*All Staff report to District Convocation on August 25.

Teacher PD: August 25 (following convocation); Full Days August 26 & 27, 1/2 days August 28 & 29

August 28: First day of school for students in Kindergarten through Grade 8 (1/2 day, early release)

August 29: First day of school for students in Grades 9 through 12 (1/2 day, early release for all grades/all schools)

September 4: First day of school for all Pre-K students.

Early Release ALL SCHOOLS (No PreK on these days): September 18, October 9 & 23, November 6, March 5 & 19 (teacher PD);

November 26 (Thanksgiving recess); June 4 (Drury graduation); Final day of school TBD (depends on number of snow days used)

Early Release BRAYTON ELEMENTARY ONLY (No PreK on these days): December 2 & 3 (parent/teacher conferences)

Early Release COLEGROVE PARK ELEMENTARY ONLY: December 9 & 10 (parent/teacher conferences)

Early Release BRAYTON and COLEGROVE ONLY: January 15 (teacher PD)

Early Release DRURY ONLY: Nov 18 (parent/teacher conferences); January 21 & 22 (Sem 1 Exams); Last 3 days- TBD (Sem 2 Exams)

Schools closed for students: (convocation and teacher PD days August 25, 26, 27; November 4)

Signature Page

Signature of the student indicates acknowledgement of the Drury High School Student Handbook; it does not necessarily denote agreement with the contents. To that end, any violation of the Drury Handbook may result in disciplinary actions as outlined in the Drury Handbook.

Student Name (Print First and Last)

Signature

Date