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AA - SCHOOL DISTRICT LEGAL STATUS

The legal basis for public education in the town is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

"...Every town shall maintain...a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of Amesbury is a department of the town operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the Amesbury Public Schools is coterminous with the City of Amesbury.

Established by law.

Legal Refs: Constitution of MA, Part II, Ch.V. s.II, M.G.L. [71:1](#)

Historical Note: MA has the oldest public school system in the nation. Dating back to 1647, the laws of the MA Bay Colony required towns to provide a program of public education.

Adopted: 1988

Revised: 2010

Reviewed: 1999, 2002, 2003, 2007

ABC - STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended the general public.

Student Advisory Council

As required by state law, the Committee will meet with its Student Advisory Council at least once every other month while school is in session. The Student Advisory Council is composed of five students elected by the high school student body according to an election procedure approved by the Department of Elementary and Secondary Education.

The chairperson of the student advisory council shall be an ex-officio, non-voting member of the School Committee, without the right to attend executive sessions unless such right is expressly granted by the individual School Committee. Said chairperson shall be subject to all School Committee rules and regulations and shall serve without compensation.

Legal Ref: M.G.L. [71:38M](#)

Adopted: 1988

Revised: 2010

Reviewed: 1999, 2003, 2007

AC - NONDISCRIMINATION

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 race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

Legal Ref.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

M.G.L. [76:5](#); Amended 2011

M.G.L. [76:16](#)

BESE regulations 603 CMR [26.00](#) Amended 2012

BESE regulations 603 CMR [28.00](#)

Adopted: 2012

ACA - NONDISCRIMINATION ON THE BASIS OF GENDER

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of gender in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to gender, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

Legal Refs.: Title IX of the Education Amendments of 1972

45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

BESE 603 CMR [26.00](#)

Cross Ref.: AC Nondiscrimination

Adopted: 2012

AD - PHILOSOPHY

The School Committee accepts its responsibility for providing a safe environment with the best possible educational experience for each student in the school system. The Committee will constantly seek to provide an educational program which identifies the social, emotional, cognitive and physical needs of each student. It will recognize that individual differences among students require a variety of learning experiences and will utilize the total resources available. As its ultimate goal the Committee will support the preparation and guidance necessary for each student to become a useful member of the community.

This program shall include, but not be limited to, experiences for each student which will:

1. Provide a positive attitude toward learning;
2. Develop a respect for the dignity and worth of each individual;
3. Develop a desire for lifelong learning and provide the tools to achieve maximum potential;
4. Promote active acceptance of citizenship responsibilities;
5. Develop positive self concepts;
6. Encourage continued interest in creative activities and the appreciation of the language, music, fine art and lifestyles of various peoples and cultures;
7. Increase the ability to acquire and improve on basic skills in reading, communications, computation and problem solving in a constantly changing environment;
8. Promote the use of the latest technologies in the learning experience;
9. Encourage parent involvement in appropriate activities.

Adopted: 1988

Revised: 1999

Reviewed: 2002, 2003, 2007

ADA - SCHOOL COMMITTEE MISSION STATEMENT

MISSION STATEMENT

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

Legal Refs. M.G.L. [c71s37](#)

Adopted: 1988

Revised: 1999, 2010

Reviewed: 2002, 2003, 2007

ADB - DISTRICT/TITLE I PARENT INVOLVEMENT POLICY

Parental involvement is critical to a child's success in school; parents are our student's first and most important teacher. The Amesbury Public Schools and the Amesbury Title I Program are committed to building a partnership with parents to achieve the goals of having high expectations for all children and to help them achieve success.

A child's success is linked to the relationship between the teacher and the parent, as well as organized support provided by the school district and school building administrators.

To support the partnership between home and school Amesbury Public Schools will:

- maintain schools that are open, helpful and friendly
- provide parents with opportunities to play a variety of roles (teacher, learner, decision-maker, supporter, advocate)
- support parental participation on school councils, parent teacher organizations, parent advisory councils
- maintain and strive to continually improve two-way communication with all parents
- create opportunities and programmatic structures at schools to enable parents to participate actively in their children's education

Title I Parent Involvement

Title I Programs run through the Amesbury Public Schools will support parental involvement as stated above. In addition, the Title I Program will actively strive to increase parental involvement in Title I schools through:

- Involvement in planning, implementation and evaluation of all Title I Programs
- School-Parent Compacts
- an Annual Meeting
- Parent Coffees
- Family Outreach Events
- Distribution of Parents' Right to Know

Parents' Right to Know

Parents have the "right to know":

- if their child's teacher has met state qualifications and licensing criteria for the grade level and subjects taught
- if a teacher is teaching under emergency or provisional status
- if a school has been identified as in need of improvement
- if their child is eligible for school choice or supplemental services
- if their child has been taught for four or more weeks by, a teacher who is not highly qualified
- their child's level of achievement on each of the State's academic achievements
- if their child is Limited-English Proficient about their child's (possible) placement in a language instruction program and their right "to opt out" and chose an alternative method of instruction for their child. The district will supply this information to all effected parents.

LEGAL REFS: NCLB, section 1118(a)(2) and (b)(1), ESEA; Guidance, c-3 and C-4(LEA), and D-1 (school)

Approved: 2005

Revised: 2006

Reviewed: 2007, 2010

ADDA - CRIMINAL RECORD INFORMATION POLICY

It shall be the policy of the Amesbury Public Schools (APS) that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall included but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state Criminal Offender Record Information (CORI) checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by the Department of Elementary and Secondary Education (DESE) and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall obtain periodically, but not less than every three (3) years from the Department of Criminal Justice Information Services (DCJIS) all available CORI for any current and prospective employee or volunteer within APS who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as a contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed:

Requesting Criminal History Record Information (CHRI) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national CHRI, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts DCJIS and the Federal Bureau of Investigation (FBI), and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent DCJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

- Historical reference and/or comparison with future CHRI requests
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI

CHRI will be kept for the above purposes in a secure location in the office of the Superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of APS.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered and these factors may include but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct; the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought; age of the individual at the time of the offense; number of offenses; any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant
- The date on which the school employer received the national CHRI
- The suitability determination (either "suitable" or "unsuitable")

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

Provide the individual with a copy of his/her CHRI used in making the adverse decision

Provide the individual with a copy of this CHRI Policy

Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI and

Provide the individual with information on the process for updating, changing, or correcting CHRI

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject name

Subject date of birth

Date and time of the dissemination

Name of the individual to whom the information was provided

Name of the agency for which the requestor works

Contact information for the requestor and

The specific reason for the request

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismissed, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or nation criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The Superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

CORI REQUIREMENTS

In order to insure that employees or volunteers or individuals regularly providing school related transportation to students in the APS are suitable for serving in their positions, a CORI check will be performed and reviewed regarding such individuals whose service entails the potential for direct and unmonitored contact with APS students. CORI checks will be completed and reviewed prior to commencement of employment or volunteer service, and at least every three years thereafter, including but not limited to at least once prior to the granting of professional teacher status. It is the Policy of the APS that convictions of certain crimes pose an unacceptable risk to the student population of the APS. APS will refuse to employ or continue to employ, or to accept or continue to accept the volunteer services of any individual whose CORI check, in the judgment of the Superintendent or his designee, reveals a criminal conviction which disqualifies the individual from having direct and unmonitored contact with children, as set forth below. APS will refuse to allow or to continue to allow any individual to regularly provide school related transportation to children in the APS whose CORI check, in the judgment of the Superintendent or his designee, disqualifies the individual from having direct and unmonitored contact with children.

A. SCOPE OF POLICY

This Policy applies to candidates for and current occupants of positions which have the potential for direct and unmonitored contact with APS students, including but not limited to teachers, teacher aides, school nurses, counselors, coaches or other extracurricular staff or supervisors, food service employees, custodians, transportation providers and certain other professional, administrative, and support staff. This Policy also includes volunteers, interns, student teachers, or other persons regularly offering support to any school program or facility in either a paid or unpaid capacity. However, APS may require and rely upon the certification of independent entities, such as out-of-district special education schools or programs, or other entities or organizations which are primarily engaged in providing activities to or programs to children 18 years of age or less, that such entities have obtained CORI information regarding their employees and volunteers, and that such employees or volunteers are qualified to have direct and unsupervised contact with children.

The APS, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer from, there shall be a statement that as a condition of the employment or volunteer service, APS is required by law to obtain CORI for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of the CORI.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission Against Discrimination has determined may be legally asked for prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the Commission of Probation may answer 'no record' with respect to any inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

B. DEFINITIONS

1. Direct and Unmonitored Contact With Children

As determined by the Massachusetts Department of Education, for purposes of implementation of this Policy, "direct and unmonitored contact with children" means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly used and separated by sight or sound from other staff) that are accessible to students.

2. Applicants for employment

An applicant for employment is defined as any person under consideration for hire as an employee to provide services to students where the position has the potential for direct and unmonitored contact with students. The Superintendent shall determine whether the position for which application is made involves direct and unmonitored contact with children.

3. Current Employee

A current employee is a person who is currently employed by the APS in any position which may involve direct and unmonitored contact with children. The Superintendent shall determine whether the employee's position involves direct and unmonitored contact with children.

4. Volunteer

A volunteer is defined as any person who works in an unpaid capacity for the APS or a related entity such as the Amesbury Parent Teacher Association and who may have direct and unmonitored contact with children. The Superintendent shall determine whether a particular category of volunteer activity entails direct and unmonitored contact with children.

5. Taxicab Drivers

Taxi drivers are individuals employed by vendors who provide special education transportation to APS special education students. All taxi companies contracting with APS must provide APS with the names of drivers who will be transporting APS students in order for APS to request CORI.

6. Subcontractors and laborers

Subcontractors and laborers are individuals performing work on school premises who are not employees of APS and who may have direct and unmonitored contact with children in the course of their job performance.

C. DISQUALIFICATION

The existence of a criminal record creates a high level of scrutiny of an applicant for or continued service in a position in the APS. As determined by the Superintendent or designee, no applicant will be hired or current employee retained, or volunteer accepted or retained, or individual permitted to regularly provide school related transportation for students, who has a criminal record containing information which, in the judgment of the Superintendent or designee, demonstrates a potential risk to students or otherwise compromises that ability of the individual to perform the duties of the position applied for or currently occupied by the individual.

(1) The Superintendent or his designee may consider factors, including but not limited to

- age of the applicant at the time of the offense and conviction;
- degree of satisfaction of any parole or probation conditions;
- seriousness and specific circumstances of the offense;
- relationship of the criminal act to the nature of work to be performed;
- the nature of the work to be performed;
- the number of offenses;
- the date of the offenses and dispositions thereof;
- any relevant evidence of rehabilitation or lack thereof; and
- whether the applicant has pending charges

(2) The Superintendent or his/her designee will closely compare the CORI record with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant. If the CORI record provided does not exactly match the identification information provided by the applicant, APS will make a determination based upon a comparison of the CORI record and documents provided by the applicant, such as those described in the next paragraph. APS may also contact the Criminal History Systems Board ("CHSB") and request a detailed search consistent with CHSB policy.

(3) In reviewing the criminal record of an individual to determine whether to use discretion to disqualify the individual, the Superintendent may request that the individual submit additional information, including a letter from the individual's probation or parole office. The Superintendent may also contact police, courts, or prosecuting attorneys for additional information relevant to assessing the review standards described above.

(4) If the APS is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record, APS' CORI policy, and a copy of the Criminal History System Board's Information Concerning the Process in Correcting a Criminal Record. The applicant will be advised of the part(s) of the record that make the individual unsuitable for the position, and given a reasonable opportunity to dispute the accuracy and relevance of the CORI record.

D. PROCEDURE

- (1) All individuals subject to this Policy shall sign a Request Form authorizing APS to receive all available CORI from the CHSB.
- (2) All individuals subject to this Policy shall be required to provide verification of their identity with a government issued photographic form of identification, which will be photocopied and maintained at APS.
- (3) Applicants for employment and prospective volunteers will be required to sign a Request Form only if it has been determined that the individual is qualified to perform such employment or volunteer duties, and would be recommended for such position, contingent upon satisfactory CORI review under this Policy. Failure of an applicant for employment or prospective or current volunteer to sign a Request Form will disqualify the individual from employment or volunteering in the APS.
- (4) Current employees will be required to sign a Request Form for all initial and for each subsequent CORI review required by law and this Policy. Refusal to sign the CORI request may result in discipline or other action consistent with any procedures of Massachusetts law and any relevant collective bargaining agreement. Any action under this Policy which affects the employment status of a current employee will be taken consistent with any procedures required by Massachusetts law or relevant collective bargaining agreements.
- (5) Nothing in this Policy prohibits an applicant or current employee, or prospective or current volunteer from meeting with the Superintendent or designee regarding the requirements of this Policy.
- (6) All documents related to implementation of this policy, including but not limited to Request Forms, photocopies of identification, and other CORI material shall be kept in a secure location, separate from personnel files. This Policy specifically prohibits release of any information obtained under this Policy for any purpose other than to protect children or to implement or enforce the provisions of this Policy. Access to CORI information shall be restricted to persons certified to receive such information.
- (7) The Superintendent shall assure that all applicants and current employee and prospective and current volunteers are notified of the requirement that the APS obtain CORI information as set forth in this Policy, both for initial CORI reviews, and for all subsequent reviews required by law and this Policy.
- (8) The Superintendent shall assure that all inquiries regarding an individual's criminal record comply with the guidelines issued by the Massachusetts Commission Against Discrimination regarding the permissible scope of inquiry into such matters.
- (9) All individuals covered by this Policy shall have the right to review any CORI information received by APS.

E. THIRD PARTIES

The Superintendent shall assure that all contracts with the private or out-of-district special education programs contain a provision which requires certification that the private or out of district special education program has conducted CORI reviews, as required by law, of all employees or volunteers who may have direct and unmonitored contact with children. The Superintendent may require the operators of camps for children, or other entities or organizations engaged in providing activities or programs to children 18 years of age or under, which are permitted to use school facilities pursuant to a lease or other agreement, to certify that the organization has conducted CORI reviews of its employees or volunteers as required by law. The Superintendent may determine that a CORI review is required in other circumstances, such as work study programs or internships where other individuals, not directly covered by this policy may have direct and unmonitored contact with students in programs which are associated with APS.

Legal References: MGL [6:167-178](#); [15D:7-8](#); [71: 38R](#), [151B](#), [276:100A](#)

PL 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR [51.00](#)

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

Procedure for correcting a criminal record

FAQ - Background Checks

M.G.L. c. [71, §38R](#), c. [6, §172G](#), [§172H](#), [§172I](#) (St. 2002, c.385), c. [151B](#), c. [276](#);

MCAD Regulations; Massachusetts Department of Education Advisory, 803 2.00-9.00 et seq.

Revised: 2005; 2014

Reviewed: 2007

ADDA-R - CRIMINAL RECORD INFORMATION POLICY (CORI)

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, van/bus/taxicab drivers, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the Department of Criminal Justice Information Services (DCJIS), state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may included, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review and will be thoroughly familiar with the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identify information as provided in this policy, that criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought
- (b) The nature of the work to be performed
- (c) Time since the conviction
- (d) Age of the candidate at the time of the offense
- (e) Seriousness and specific circumstances of the offense
- (f) The number of offenses
- (g) Whether the applicant has pending charges
- (h) Any relevant evidence of rehabilitation or lack thereof
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS's Information Concerning the Process for Correcting a Criminal Record.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside of this organization, including dissemination at the request of the subject.

SOURCE: MASC May, 2014

Adopted: 2003

ADDA-E1 - CORI REQUEST FORM

APPLICANT FOR EMPLOYMENT/CURRENT EMPLOYEES

APPLICANT FOR VOLUNTEER SERVICE/CURRENT VOLUNTEERS

The Amesbury School Department has been certified by the Criminal History Systems Board for access to all criminal case data including conviction, non-conviction and pending. As an applicant/employee for the position of:

_____, I understand that a criminal record check will be conducted for conviction, non-conviction and pending criminal case information only and that it will not necessarily disqualify me. The information below is correct to the best of my knowledge.

Applicant/Employee/Volunteer **Signature****

School

APPLICANT/EMPLOYEE/VOLUNTEER/TAXI CAB DRIVER INFORMATION

(Please Print)

LAST NAME

FIRST NAME

MIDDLE NAME

MAIDEN NAME OR ALIAS (IF APPLICABLE)

PLACE OF BIRTH

PHONE #

DATE OF BIRTH

SOCIAL SECURITY NO.

MOTHER'S MAIDEN NAME

(Requested but not required)

ADDRESS: _____

FORMER ADDRESSES: _____

SEX HEIGHT (ft. & in.) WEIGHT EYE COLOR STATE DRIVER'S LICENSE NUMBER

THE ABOVE INFORMATION WAS VERIFIED BY REVIEWING THE FOLLOWING FORM OF GOVERNMENT ISSUED PHOTOGRAPHIC IDENTIFICATION: _____

Authorized Personnel Only:

REQUESTED BY: _____

SIGNATURE OF CORI **AUTHORIZED** EMPLOYER

Rev. 9-11

5 Highland Street • Amesbury, MA 01913

ADDA-E2 - APPLICANT DISCLOSURE FORM

So we may evaluate your application properly, please answer all questions carefully and completely in your own handwriting.

The Amesbury Public Schools have been mandated to request Criminal Offender Record Information (CORI) checks on all applicants for employment and current employees. In addition, the information is requested for the purpose of verifying the information you will be providing concerning any criminal record you may have. A conviction record will not necessarily be a bar to employment. All circumstances will be considered in making a decision on your application.

Please read this carefully before answering the following questions:

You may answer "no" if your criminal record consists only of one or more of the following: (a) a sealed record on file with the Commissioner of Probation, (b) a case of delinquency or a child in need of services which did not result in a complaint transferred to Superior Court for criminal prosecution, (c) your crimes were misdemeanors limited to a first offense for drunkenness, simple assault, speeding, minor traffic offenses, disturbance of the peace, or affray.

Have you been convicted of a felony or misdemeanor? ____ Yes ____ No

If yes, give details including date, location (city and state), nature of offense and disposition. _____

Please read the following statements carefully and completely before signing below:

- The statements and information furnished by me in this Applicant Disclosure Form are true and complete to the best of my knowledge. I understand that I will be subject to immediate dismissal or refusal to hire if at any time the Amesbury Public Schools discovers any material falsification, omission, or misrepresentation of fact in this Form.
- I understand that, as an applicant for employment or current employee, the Amesbury Public Schools will conduct a CORI check on me, and by signing below, I consent to this review.
- My signature certifies that I have read and understand the statements contained in this Applicant Employee Disclosure Form.

Signature

Date

ADDA-E3 - VOLUNTEER APPLICANT DISCLOSURE FORM

So we may properly evaluate your application to serve as a volunteer for the Amesbury Public Schools, please answer all questions carefully and completely in your own handwriting.

The Amesbury Public Schools have been mandated to request Criminal Offender Record Information (CORI) checks on all applicants for volunteer services who have direct and unmonitored contact with students. The CORI information also is requested for the purpose of verifying the information you will be providing concerning any criminal record you may have. A conviction record will not necessarily be a bar to serving as a volunteer. All circumstances will be considered in making a decision on your volunteer application.

Please read this carefully before answering the following questions:

You may answer "no" if your criminal record consists only of one or more of the following: (a) a sealed record on file with the Commissioner of Probation, (b) a case of delinquency or a child in need of services which did not result in a complaint transferred to Superior Court for criminal prosecution, (c) your crimes were misdemeanors limited to a first offense for drunkenness, simple assault, speeding, minor traffic offenses, disturbance of the peace, or affray.

Have you been convicted of a felony or misdemeanor? _____ Yes _____ No

If yes, give details including date, location (city and state), nature of offense and disposition.

Please read the following statements carefully and completely before signing below:

- The statements and information furnished by me in this Volunteer Applicant Disclosure Form are true and complete to the best of my knowledge. I understand that I will not be permitted to perform volunteer services for the Amesbury Public Schools if at any time any material falsification, omission, or misrepresentation of fact in this Form are discovered.
- I understand that, as an applicant for volunteer service opportunities, the Amesbury Public Schools will conduct a CORI check on me, and by signing below, I consent to this review.
 - My signature certifies that I have read and understand the statements contained in this Volunteer Applicant Disclosure Form.

Signature

Date

ADDA2-E1 - CORI REQUEST FORM

AMESBURY PUBLIC SCHOOLS

AMEPS

172I

G - CORI REQUEST FORM - CHAPTER 6, §172I CORI REQUEST FORM

The Amesbury School Department is requesting all the available criminal offender record information (CORI) on the following individual from the Criminal History Systems Board pursuant to Chapter 6 §172I, which mandates school committees and/or school superintendents to obtain all CORI regarding employees of transportation/taxi cab companies that have contracted to provide transportation of children, who may have direct and unmonitored contact with children, prior to transporting any child.

Applicant/Employee/Taxi Cab Driver **Signature****

School

APPLICANT/EMPLOYEE/VOLUNTEER/TRANSPORTATION/TAXI CAB DRIVER INFORMATION

(Please Print)

LAST NAME

FIRST NAME

MIDDLE NAME

MAIDEN NAME OR ALIAS (IF APPLICABLE) PLACE OF BIRTH

DATE OF BIRTH

SOCIAL SECURITY NO.

MOTHER'S MAIDEN NAME

(Requested but not required)

ID Theft Index PIN

(if applicable)

ADDRESS: _____

FORMER

ADDRESSES: _____

SEX HEIGHT (ft. & in.) WEIGHT EYE COLOR STATE DRIVER'S LICENSE NUMBER

THE ABOVE INFORMATION WAS VERIFIED BY REVIEWING THE FOLLOWING FORM OF GOVERNMENT ISSUED PHOTOGRAPHIC IDENTIFICATION: _____

Authorized Personnel Only:

REQUESTED BY: _____

SIGNATURE OF CORI **AUTHORIZED** EMPLOYER

Rev. 7-08

10 Congress Street • Amesbury, MA 01913

****(signature also required on back)**

AMESBURY PUBLIC SCHOOLS - TRANSPORTATION/TAXI COMPANIES DISCLOSURE FORM

The Amesbury Public Schools have been mandated to request Criminal Offender Record Information (CORI) checks on all applicants for employment, current employees, volunteers and transportation/taxi cab providers. In addition, the information is requested for the purpose of verifying the information you will be providing concerning any criminal record you may have. A conviction record will not necessarily be a bar to providing services. All circumstances will be considered in making a decision on your application.

You may answer "no" if your criminal record consists only of one or more of the following: (a) a sealed record on file with the Commissioner of Probation, (b) a case of delinquency or a child in need of services which did not result in a complaint transferred to Superior Court for criminal prosecution, (c) your crimes were misdemeanors limited to a first offense for drunkenness, simple assault, speeding, minor traffic offenses, disturbance of the peace, or affray.

If yes, give details including date, location (city and state), nature of offense and disposition.

- The statements and information furnished by me in this Transportation/Taxi Disclosure Form are true and complete to the best of my knowledge. I understand that I will be subject to immediate dismissal or refusal of service if at any time the Amesbury Public Schools discovers any material falsification, omission, or misrepresentation of fact in this Form.
- I understand that, as an applicant for employment, current employee, volunteer or transportation/taxi cab service provider, the Amesbury Public Schools will conduct a CORI check on me, and by signing below, I consent to this review.
- My signature certifies that I have read and understand the statements contained in this Transportation/Taxi Disclosure Form.

Signature	Date
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AGA - RECOGNITION FOR ACCOMPLISHMENT

On behalf of the school system, The Amesbury School Committee: Teaching and Learning Subcommittee will recognize students, staff, Committee members, and community members whose outstanding service and/or accomplishments reaffirm and reinforce the District's mission, values and goals. The Subcommittee may invite individuals or groups that have made important school-related contributions or achievements to the School Committee meeting at which they will be commended during a "Spotlight". Additionally, they may receive a letter of commendation from the Subcommittee or recognition in the form of an adoption of a resolution citing such service or accomplishment.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

Revised: 2020

AGA-E - RECOGNITION FOR ACCOMPLISHMENT - SUBMISSION FORM

Date Submitted: _____

Submitted By: _____

Proposed Recipient of Recognition: _____

Please attach supporting document(s) to show evidence of accomplishment to the form for submission.

Approval Signature: _____

Reason, If Disallowed: _____

Teaching and Learning Subcommittee Review Date: _____

Upon completion, form should be submitted to the appropriate building-based administrator or the office of the superintendent.

Section B. School Committee Governance and Operations

<u>BBA</u>	School Committee Member Authority
<u>BBB</u>	School Committee Elections
<u>BBBA/BBBB</u>	School Committee Member Qualifications & Oath of Office
<u>BBE</u>	Unexpired Term Fulfillment
<u>BBF</u>	School Committee Member Ethics
<u>BBFA</u>	School Committee Conflict of Interest
<u>BCA</u>	School Committee Organizational Meeting
<u>BCB</u>	School Committee Officers
<u>BCE</u>	Subcommittees of the School Committee
<u>BCG</u>	School Attorney
<u>BD</u>	School Committee Meetings
<u>BDD</u>	Board Meeting Procedures
<u>BDDA</u>	Notification of School Committee Meetings
<u>BDDD</u>	Quorum
<u>BDDE</u>	Rules of Order
<u>BDDF</u>	Voting Method
<u>BDDG</u>	Minutes
<u>BDDH</u>	Committee Meetings
<u>BDDH-E</u>	Guidelines for Participation at School Committee Meetings
<u>BDDI</u>	School Committee Meetings - Student Representative
<u>BDE</u>	Special Procedures for Conducting Meetings
<u>BEC</u>	Executive Session
<u>BEDB</u>	Agenda Preparation and Dissemination
<u>BF</u>	Board Policy Development
<u>BFA</u>	Policy Development System
<u>BFC</u>	Policy Adoption
<u>BFE</u>	Administration in Policy Absence
<u>BFF</u>	Suspension of Policies
<u>BG</u>	School Committee - Staff Communications
<u>BHA</u>	New School Committee Member Orientation
<u>BHB</u>	School Committee Member Development & Involvement
<u>BHE</u>	Use of Electronic Messaging by School Committee Members
<u>BHEW</u>	Guidelines Web Page Content

BBA - SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, including the chair, shall exercise authority outside committee meetings nor exercise any administrative responsibility with respect to the schools unless such authority has been specifically delegated to him/her by statute or by vote of the Committee, including signing contracts.

The School Committee will function as a body and all policy decisions and other matters as required by law will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and school committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and school department;
2. To keep abreast of new laws and latest trends in education;
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools;
4. To work harmoniously with other Committee members without trying either to dominate the Committee or neglect his/her share of the work;
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release;
6. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made in public session and in public forum;
7. To represent the Committee and the schools to the public in a way that promotes interest and support;
8. To refer questions and complaints to the proper school authorities;
9. To comply with the accepted code of ethics for School Committee members as set forth by the Massachusetts Association of School Committees.

Legal References: M.G.L. [268A](#); 30A §§18-25, Town Charter

Adopted: 1988

Revised: 2010

Reviewed: 1999, 2002, 2007

BBB - SCHOOL COMMITTEE ELECTIONS

The School Committee consists of seven members, six of whom are elected by ballot from the registered voters of the town. The seventh member is the elected Mayor who would also act as chair. The School Committee members will serve terms of four years, initially arranged so that the terms of as nearly equal number of members expire at each regular election.

Legal Refs: M.G.L. Ch.[41A:1](#); Ch.[71:35](#); Town Charter

Adopted: 1988

Revised: 2002, 2007, 2010

BBBA/BBBB - SCHOOL COMMITTEE MEMBER - QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town of Amesbury and must take an oath of office as required by law.

Each new member will swear an oath before the Town Clerk of the Town of Amesbury. prior to entering on his/her official duties as a member of the Committee.

Legal Refs: M.G.L. 30A, §§18-25, Ch.[41:1](#); Ch.[41:107](#)

Town Charter

Adopted: 1988

Revised: 2010

Reviewed: 2002, 2003, 2007

BBE - UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the President of the Municipal Council shall within thirty days following the date such vacancy is declared to exist, call a joint meeting of the School Committee and the Municipal Council for the purpose of filling said vacancy. At any such joint meeting a majority of those present and voting shall choose the defeated candidate for the seat in which the vacancy is declared to exist at the last regular town election immediately preceding the date the vacancy is declared to exist, provided however, that the defeated candidate shall have received at least twenty-five percent of the total votes cast for that office.

If there was no other candidate for said office, or the defeated candidate shall not have received a sufficient number of the total votes cast, the School Committee and the Municipal Council may, at their discretion, choose from among the voters entitled to vote for such office. Any person so chosen shall take the oath of office and commence to serve forthwith.

No vacancy shall be filled, in the manner herein before provided, if a regular town election is to be held within 120 days following the date the vacancy is declared to exist.

If a vacancy is filled under this section, the term of office of which shall continue beyond the next regular election, the person chosen to fill said vacancy shall only serve until such next regular election. At such regular election the balance of the unexpired term of office shall be filled by the voters.

The Municipal Council shall be the sole judge of whether a vacancy shall exist in the office of any School Committee member and may declare any such elected office vacant by a majority vote of the Council.

Legal Refs: M.G.L. [41:11](#)

Town Charter

Adopted: 1988

Reviewed: 2010

Revised: 2002, 2007

BBF - SCHOOL COMMITTEE MEMBER ETHICS

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of school committees under the laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to school committees, since school committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above: (1) community responsibility; (2) responsibility to the school administration; and, (3) relationship to fellow Committee members.

A School Committee member in his/her relations with the community should:

Realize that his/her primary responsibility is to the children;

Recognize that his/her basic function is to be policy-making and not administrative;

Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made;

Be well informed concerning the duties of a Committee member on both a local and state level;

Remember that he/she represents the entire community at all times;

Accept the office as a Committee member as a means of unselfish service with no intent to "play politics", in any sense of the word, or to benefit personally from his/her Committee activities.

A School Committee member in his/her relations with the school administration should:

Endeavor to establish sound, clearly-defined policies which will direct and support the administration;

Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration;

Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results;

Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee member in his/her relations with his fellow Committee members should:

Recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside such meetings;

Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee;

Uphold the intent of executive sessions and respect the privileges communication that exists in executive sessions;

Not withhold pertinent information on school matters of personnel problems, either from members of his/her own Committee or from members of other committees who may be seeking help and information on school problems;

Make decisions only and after all facts on a question have been presented and discussed.

Legal Reference: M.G.L. [268A](#)

Adopted: 1988

Revised: 1999, 2010

Reviewed: 2002, 2007

BBFA - SCHOOL COMMITTEE MEMBER CONFLICT OF INTEREST

The Amesbury School Committee shall adhere to all sections of MGL 268A relative to the conduct of public officials and/or employees. When an issue of possible conflict is raised, legal assistance (local or other) may be solicited.

No member of the Amesbury School Committee shall be eligible for appointment to any compensated or appointed position under the auspices of the Amesbury School Committee until the expiration of one year after the expiration of the term of office of such Committee member.

Legal Refs: M.G.L. [268A](#)

Adopted: 1988

Revised: 1999, 2002, 2009, 2010

Reviewed: 2007

BCA - SCHOOL COMMITTEE ORGANIZATIONAL MEETING

The School Committee will meet for the purpose of reorganization on the first meeting in January.

A majority of the members of the School Committee will constitute a quorum.

1. The meeting shall be called to order by the Chair, who by city charter, is the Mayor.
2. Nominations for the offices of Vice-chair and Secretary will be made from the floor. The Vice-chair and Secretary will be elected by a majority roll call vote of the members eligible to vote. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
3. The time and night for School Committee meetings will be decided at this organizational meeting.
4. Following election of officers at its organizational meeting, the School Committee shall adopt the Rules and Regulations for the conduct of its affairs and then may proceed into such regular or special business as scheduled on the agenda.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee.

Leg. Ref: Town Charter

Adopted: 1988

Revised: 1990, 1997, 1999

Reviewed: 2003, 2007, 2010

BCB - SCHOOL COMMITTEE OFFICERS

Duties of the Chair

The chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He or she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the express will of the Committee;
2. Consult with the superintendent in the planning of the Committee's agendas;
3. Confer with the superintendent on crucial matters that may occur between Committee meetings;
4. Appoint subcommittees, subject to Committee approval;
5. Call special meetings of the Committee as found necessary;
6. Be public spokesman for the Committee at all times except as this responsibility is specifically delegated to others;
7. Be responsible for the orderly conduct of all Committee meetings;
8. Prepare the annual report of the Committee unless otherwise ordered.

As presiding officer at all meetings of the Committee, the chair will:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Committee in its proper order;
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings;
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if this is not clear to members;
6. Restrict discussion to the question when a motion is before the Committee;
7. Answer all parliamentary inquiries;
8. Put motions to a vote, stating definitely and clearly the vote and result thereof;
9. Be responsible for maintaining neutrality. If he/she wishes to speak on an issue, Robert's Rules shall be in effect: "The chair sometimes calls a member to the chair then takes part in the debate; but this should rarely be done, and nothing can justify it in a case where much feeling is shown, and there is a liability to difficulty in preserving order."

Duties of the Vice Chair

The Vice Chair of the Committee will act in the absence of the chair as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

Duties of the Secretary

The Secretary of the Committee will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the city/town.

Legal Ref: M.G.L. [71:36](#), [36A](#), [36B](#), M.G.L. [30A](#), §§[18-25](#)

Adopted: 1988

Revised: 1997, 2010

Reviewed: 1999, 2003, 2007

BCE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee will have no standing committees. It may authorize the establishment of special subcommittees for special assignments and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee;
2. The subcommittee chair and its members will be appointed by the Committee chair, subject to approval by the Committee;
3. Should there be a vacancy on a subcommittee mid-term, it will be the sole responsibility of the Chair to appoint a replacement;
4. The subcommittee will be provided with a list of its functions and duties;
5. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee;
6. The Committee chair, and superintendent will be ex-officio members of all special subcommittees;
7. A subcommittee will be dissolved by the Committee upon completion of its assignment, or it may be dissolved by a vote of the Committee at anytime.
8. A majority of members appointed to a subcommittee shall constitute a quorum. No subcommittee is empowered to meet without a quorum present. If a quorum is not present at a meeting of a negotiations subcommittee, the chair or vice-chair may be called to serve on that subcommittee during that negotiating session.

Legal References: M.G.L. [43:32](#), [33](#)

Adopted: 1988

Revised: 2010; 2013

Reviewed: 1999, 2007

BCG - SCHOOL ATTORNEY

The School Committee may use the services provided by the town counsel. The Committee and the superintendent may seek his/her services to counsel and represent the school system at various times.

However, because the complexity of school department operations often requires specialized legal services, the Committee may also retain an attorney or law firm to provide additional legal services.

It will be the duty of the counsel for the Committee to advise the School Committee and the superintendent on the specific legal problems submitted. He/she will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable him/her to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school system will be made by the Committee. The superintendent may also take such action at the direction of the Committee.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the superintendent concludes that unusual types or amounts of professional legal service may be required, he/she will advise the Committee and seek either initial or continuing authorization for such service.

Legal Refs: M.G.L. [71:37E](#); [71:37F](#)

Adopted: 1991

Revised: 1999

Reviewed: 2003, 2007, 2010

BD - SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting...The usual official legal action meeting, held regularly as adopted at the organizational meeting;
2. Special meeting...An official legal action meeting called between scheduled regular meetings to consider specific topics.

The Committee may, at its discretion, discontinue sessions during the months of July and August.

Every regular or special meeting of the School Committee, will be open to the public, unless an executive session is held in accordance with state law.

There will be no smoking at all School Committee meetings.

Legal Refs: M.G.L. [30A §§18-25](#)

Adopted: 1988

Revised: 2010

Reviewed: 1999, 2003, 2007

BDD - BOARD MEETING PROCEDURES: TIME LIMITS ON MEETINGS

During regular School Committee meetings the following procedures will be followed:

1. Agendas will be planned so that most business can be completed by 9:30 P. M.;
2. The subject under discussion as of 9:15 P. M. will be considered the last item of business for that particular meeting;
3. Any agenda item not discussed by 9:00 P. M. shall be postponed until the next regular meeting;
4. Regular meetings may be called to order any time agreed upon in advance by the Committee and published in its agendas. In most instances this time will be 7:00 P. M.

This procedure may be altered for any meeting by a two-thirds majority vote of Committee members voting.

Adopted: 1988

Revised 1999

Reviewed: 2003, 2007, 2010

BDDA - NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice will be given for any meeting of the School Committee. The only exception permitted is in case of emergency, which the law defines as a "sudden, generally unexpected occurrence or set of circumstances demanding immediate action". Three copies of all meeting agendas will also be filed with the Town Clerk a minimum of 48 hours prior to the meeting being held.

Notification of the dates, times, and places of regular meetings will be accomplished by periodic publication of the schedule for the ensuing months. Notification of a change in a regular meeting time or place and notification of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

Legal Refs: M.G.L. [30A, §20-24](#)

Adopted: 1988

Revised: 1999, 2010

Reviewed: 2003, 2007

BDDD - QUORUM

A simple majority of Committee members will constitute a quorum unless otherwise provided by law.

Legal Ref.: M.G.L. 30A, §§18-25

Adopted: 1991

Revised: 2010

Reviewed: 1999, 2002, 2003, 2007

BDDE - RULES OF ORDER

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BDDF - VOTING METHOD

Except on procedural matters, all votes of the School Committee will be taken by a hand vote and will be recorded in the minutes; if the vote is unanimous, only the fact need be recorded.

All actions will require a majority vote of all its members unless Massachusetts law or Robert's Rules state otherwise.

Adopted: 1991

Reviewed: 1999, 2002, 2003, 2007, 2010

BDDG - MINUTES

The Open Meeting Law requires every governmental body to create and maintain accurate minutes of all meetings, setting forth the time, date, place, members present or absent, a summary of the discussions on each subject, a list of documents and other exhibits used at the meeting, the decisions made and the actions taken at each meeting, including the record of all votes.

"Action taken" includes discussion or consideration of issues, even if no vote is taken or no determination is made with respect to any issue or subject considered. No vote taken at an open session shall be by secret ballot. Any vote taken at an executive session shall be recorded by roll call and entered into the minutes. Minutes, even if still in draft form and all documents and exhibits must be available to the public within 10 days of a public records request unless exempt from disclosure.

No verbatim transcript of the proceedings is required.

The records or minutes of every meeting are public records from the moment they are made. As public records, meeting records or minutes must be made available to the public at reasonable times and in a reasonable place. The governmental body must permit the records to be copied, although it may charge a reasonable copying fee.

The minutes of an executive session are also public records. Executive session minutes may be withheld from public inspection as long as publication of the minutes would defeat the lawful purposes of the executive session. Once the need for confidentiality has passed, the records must be released.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Any member may request that the minutes be read aloud by the secretary prior to acceptance. If no member so requests, the minutes will be moved and voted as printed.

Legal Refs: M.G.L. [30A, §§18-25](#)

Adopted: 1988

Revised: 2010

Reviewed: 1999, 2002, 2003, 2007

BDDH - COMMITTEE MEETINGS

In order to provide for full and open communication between the public and the School Committee, the Committee authorizes several avenues for the exchange of information, ideas, and opinions. All of the following operate within the framework of the Committee's scheduled meetings:

1. Written correspondence may be directed to the Committee through the superintendent for consideration at a meeting.
2. At the beginning of each regular meeting of the Committee, there will be a period set aside for comments by visitors (see BDDH-E Guidelines). Citizens may address the Committee on items of school business not included in the agenda for that meeting. If visitors wish to comment on agenda items, they may express this wish during the comments period.
3. A citizen who wishes to have an item placed on the agenda will present the request in writing to the superintendent. To be considered, the request must be received five working days prior to the meeting.
4. From time to time, the School Committee may schedule a public hearing on any matter of concern to the community. Additional opportunities to discuss an issue can be done at subcommittee meetings.

All meetings of the Committee will be presided over by the chair with the purpose of conducting the business of the Committee in a responsible and expeditious manner. The chair will have authority to regulate and limit public participation within the provisions of this policy. The Committee may determine to limit or alter this authority by majority vote. However, by law, "No person shall address a public meeting of a governmental body without permission of the presiding officer at such meeting, and all persons shall, at the request of such presiding officer, be silent".

Legal Ref.: M.G.L., [30A, §20](#)

Adopted: 1988

Reviewed: 2003, 2010

Revised: 1999, 2006

BDDH-E - GUIDELINES FOR PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

A School Committee Meeting is a meeting of a governmental body at which members of the body deliberate over public business. We welcome the attendance of members of the school district community to view your School Committee as it conducts its regular business meeting.

Massachusetts General Laws Chapter 30A, Section 20f governs public participation at open meetings of municipal government bodies.

Chapter 30A, Section 20f, Regulation of participation by public in open meetings

Section 20f. No person shall address a public meeting of a governmental body without permission of the presiding officer at such meeting, and all persons shall, at the request of such presiding officer, be silent. If, after warning from the presiding officer, a person persists in disorderly behavior, said officer may order him/her to withdraw from the meeting, and, if he/she does not withdraw, may order a constable or any other person to remove him/her and confine him/her in some convenient place until the meeting is adjourned.

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing on that issue.

Any citizen who wishes to make a presentation to the School Committee on an item which is of interest to him/her and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such request should be in writing and should be received by the Superintendent of Schools five working days prior to the date of the meeting. Such request should contain background statements which would explain scope and intent of the agenda item. The Chair of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda and if the item is to be taken up they will also determine when to place an item on the agenda and all parameters to be required of the presenter.

Here are the general rules for the Committee's public comment period:

1. Public Comment shall be for a period of no longer than 20 minutes and shall generally follow the opening of the meeting. The Committee reserves the right to rearrange its agenda to accommodate scheduled presenters.
2. Any citizen wishing to speak before the Committee shall identify themselves by name and address and shall speak for no longer than 3 minutes. No citizen may speak more than once without permission of the Chair. All citizens shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Individuals may address topics on the agenda, items specified for public comment, or items within the scope of responsibility of the School Committee. The Chair shall rule out of order any individual who fails to honor the guidelines or who addresses a matter inappropriate for public comment.
4. It shall be in order for any Committee member to direct questions to the speaker through the Chair in order to clarify comments of the speaker.
5. A group of citizens appearing at a meeting to express favor or opposition to a particular agenda item should designate one member of the group as spokesperson to be heard on the topic. Other members of the group may be heard if they feel that they can contribute additional information regarding the topic.
6. Public Comment is not a discussion, debate, or dialogue between citizens and the Committee. It is a citizen's opportunity to express his/her opinion on issues of School Committee business. The Committee and/or administrators may not be prepared to directly respond to citizen questions posed in this forum but the Chair may request that citizens put the question in writing to the appropriate person or body so that the matter is given the proper consideration.

Legal Refs: M.G.L. c[30A](#), [§20](#)

Adopted: 2006

Revised: 2010

Reviewed: 2007

BDDI - SCHOOL COMMITTEE MEETINGS: VOTE BY STUDENT REPRESENTATIVE

The student representative to the Amesbury School Committee shall be permitted to vote positively or negatively, or abstain from voting, on issues before the Committee acted upon in open session, except on personnel matters.

The vote of the student representative will be recorded in the minutes but not be counted because the student representative is not a legal member of the Committee.

The chair of the Committee shall instruct the student representative not to vote on certain issues which in the chair's opinion might not be appropriate for a student vote.

Legal Refs. MGL, CH. [71:38M](#)

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007

BDE - SPECIAL PROCEDURES FOR CONDUCTING PUBLIC HEARINGS

In conducting all public hearings required by law, and others as it deems advisable, the School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in all local media;
2. Make available printed information on the topic of the hearing;
3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee. To comment, citizens must be recognized by the chair, and all remarks must be addressed to the chair and be germane to the topic. To assure that all who wish get a chance to speak, the chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BEC - EXECUTIVE SESSION

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law put specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiation position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. And to consider and interview applicants for employment by a preliminary screening committee (the only position that the school committee would be involved in that might qualify would be for the position of Superintendent). This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.
9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on an annual basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

Established by law and Committee policy

Legal Refs.: M.G.L. [30A:21](#); [30A:22](#)

Cross Refs.: [BDE](#), Subcommittees of the School Committee

BE, School Committee Meetings

KEB, Public Complaints about School Personnel

Adopted: 2012

Revised: 2016

BEDB - AGENDA PREPARATION AND DISSEMINATION

The superintendent, conferring with the chairman of the school committee, will arrange the order of items on meeting agendas so that the committee can accomplish its business as expeditiously as possible. The particular order of business may vary from meeting to meeting as deemed necessary to accomplish the business at hand.

The committee will follow the order of business established by the agenda except as it votes by a two-thirds (2/3) majority of members present to rearrange the order for the convenience of visitors or individuals appearing before the committee, or to expedite committee business. Any special presentations outside the normal business of the agenda will be scheduled as either a special meeting or as time outside the normal meeting.

The agenda will also provide for time where concerned citizens may speak before the school committee.

Forty-eight (48) hours prior to a scheduled school committee meetings, agendas will be posted and made available to the press and general public.

Revised: 1995, 2010

Reviewed: 1999, 2002, 2003, 2007

BF - BOARD POLICY DEVELOPMENT

The School Committee shall develop policies that shall provide the framework for the operation of the schools. The administration shall operate the school system within the framework of these policies.

The formal adoption of policies shall be recorded in the minutes of the School Committee. Only those written statements so adopted and so recorded shall be regarded as official School Committee policy.

The formulation and adoption of these written policies shall constitute a basic method by which the Committee shall exercise its leadership in the operation of the school system. The study and evaluation of reports concerning the execution of its written policies shall aid the Committee in exercising its control of the operation of the school system.

There will be a Policy Subcommittee appointed by the Chair at the organizational meeting which will:

1. Review all policies annually as needed;
2. Consider requests for new or revised policies.

The above does not limit the School Committee in formulating new policies as necessary.

Legal References: M.G.L. [71:37](#)

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010, 2016

BFA - POLICY DEVELOPMENT SYSTEM

The School Committee adopts the policy development codification and dissemination system of the Massachusetts Association of School Committees.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BFC - POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item...Distributed with agenda;
2. Discussion item...First reading of proposed policy or policies; response from superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion, direction and redrafting;
3. Action item...Second reading, discussion and rejection or adoption.

The second reading may be waived by a majority vote of the School Committee.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BFE - ADMINISTRATION IN POLICY ABSENCE

When action must be taken within the school system where the Committee has provided no guides for administrative action, the superintendent will have the power to act.

His/her decision, however, will be subject to review by the Committee at its next regular meeting. It will be the duty of the Superintendent to inform the Committee promptly of such action and of the need for policy.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BFF - SUSPENSION OF POLICIES

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

Adopted: 1988

Reviewed: 1999, 2002, 2003, 2007, 2010

BG - SCHOOL COMMITTEE - STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communications will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from principals, supervisors, teachers, or other staff members will be submitted through the superintendent. This procedure does not deny the right of any employee to appeal to the Committee from administrative decisions on important matters, provided that the superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Adopted: 1988

Revised: 1997

Reviewed: 1999, 2002, 2003, 2007, 2010

BHA - NEW SCHOOL COMMITTEE MEMBER ORIENTATION

The introduction of new school committee members to the school system and their familiarization with its crucial educational process are important committee responsibilities. A satisfying introductory program will ultimately reward new committee members and the school system. Therefore, orientation will include the following for all new members:

1. A workshop (for new members) conducted by the Massachusetts Association of School Committees;
2. An orientation meeting with the superintendent and the School Committee chair;
3. Availability of School Committee policies and administrative procedures;
4. Visits to school facilities.

Legal Ref.: M.G.L. [71:36A](#)

Adopted: 1988

Revised: 1998

Reviewed: 1999, 2002, 2003, 2007, 2010

BHB - SCHOOL COMMITTEE MEMBER DEVELOPMENT AND INVOLVEMENT

In order to perform their responsibilities to the electorate, the state and the students, Committee members are encouraged to participate in professional development activities designed for them.

All members are encouraged to participate in school committee and related workshops sponsored by local, state and national school and education associations.

Members will be required to report back to the Committee with materials of interest gathered at the various meetings and workshops. Therefore, the following activities are suggested for the entire Committee:

1. Attendance at conferences and conventions on local, area, state and national levels;
2. Attendance at school-related functions, meetings as well as visits to each school facility.

The Committee will pay for the necessary expenses of all members who attend meetings and conventions pertaining to school activities and the objectives of the Committee. The Committee will also pay for all publications in the Committee's library.

The Committee, on a case by case basis, will determine and limit the numbers of members authorized to attend specific workshops and conventions where the expenses involved warrant such limitations.

Adopted: 1991

Revised: 1998

Reviewed: 1999, 2002, 2003, 2007, 2010

BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including but not limited to electronic mail (e-mail), Internet web forums, and Internet chat rooms.

Under the Open Meeting Law deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including but not limited to the sharing of an opinion regarding business over which the committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law electronic messages between public officials may be considered public records. Members should try to use email accounts assigned by the District/Town, in order to ensure that all such correspondence is archived.

Legal References: M.G.L. [4:7](#); [30A](#), §§[18-25](#); [66:10](#)

MASC Home Page MASC Policy News

Adopted: 2000

Revised: 2010

Reviewed: 2002, 2003, 2007

BHEW - GUIDELINES WEB PAGE CONTENT

Purpose

Each school within the district shall keep and maintain a current web site. Web presence has become a standard in the current educational landscape, and will become more of a vital communication link to parents and the community at large. A web page represents the opportunity for a school to showcase facilities, faculty work, and student achievements.

Content

Web sites shall exist for the dissemination of relevant district information, and for the dissemination of relevant school information. Appropriate content shall be determined by the superintendent and building principals. Content should include, but not be limited to:

- School description, location and contact information(including e-mail contacts);
- Mission statement;
- Message from the principal;
- Current information;
- Extra curricular activity information;
- Bus routes and information;
- Teacher driven content;
- Student driven content;
- Related curriculum hyperlinks to extend learning.

Director of educational technology, in concert with school educational technology specialists shall outline proper procedures and guidelines for web page generation. Content may be student or staff-generated.

Web page content shall not include:

- Personal contact information for any staff member or student;
- Any data contrary to the district acceptable electronic media use policy ref; IJNDB.

Responsibilities

School educational technology specialists and/or audio-visual coordinators shall be responsible for the creation and maintenance of web sites.

Specialists will train teaching staff to effectively integrate web technologies and interactive web activities in their curriculum.

Adopted: 2000

Reviewed: 2002, 2003, 2007

Section C. General School Administration

[CBA](#) Qualifications, Duties and Evaluation of Superintendent of Schools

[CCB](#) Line and Staff Relations

[CF](#) Student Councils

[CF-R](#) School Council Makeup/Improvement Plans

[CFB](#) Supervision and Evaluation - Administrators

[CFB-R](#) Supervision and Evaluation - Administrators Regulation

[CFB-E](#) Supervision and Evaluation - Administrators Form

[CH](#) Policy Implementation

[CHA](#) Development of Regulations

[CHC](#) Regulations Dissemination

[CHCA](#) Approval of Handbooks and Directives

[CM](#) School District Annual Report

[CN](#) School Mascots and Other Identifiers

CBA - QUALIFICATIONS, DUTIES AND EVALUATION OF SUPERINTENDENT OF SCHOOLS

TITLE: SUPERINTENDENT OF SCHOOLS

QUALIFICATIONS:

1. Superintendent's certification as prescribed by the state
2. Successful experience as an educational leader and administrator
3. Experience with budget and fiscal management
4. Superior communication skills
5. Such alternatives to the above qualifications as the committee may find appropriate and acceptable

REPORTS TO: School Committee

SUPERVISES: All district leadership personnel in the school system

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services.

PERFORMANCE RESPONSIBILITIES:

1. Attend and participate in all meetings of the committee and its subcommittees, except when delegated to other administrators.
2. Advise the committee on the need for new and/or revised policies and see that all policies of the committee are implemented.
3. Prepare the annual budget recommendations and implement the approved budget.
4. Prepare and submit to the committee recommendations relative to all matters requiring committee action, placing before the committee such necessary and helpful facts, information and reports as are needed to ensure informed decision making.
5. Inform and advise the committee about the programs, practices and problems of the schools, and keep the committee informed of the activities operating under its authority.
6. Advise subcommittee or its designated negotiator(s) on matters relating to collective bargaining.
7. Secure and hire the best qualified and most competent teachers, supervisors and administrative personnel.
8. Assign and transfer employees as the interest of the school system may dictate and report such action to the committee.
9. Hold meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.
10. Make visits to all schools to observe principals and teachers.
11. Keep informed of modern educational thought and practices by advanced study, visiting school systems elsewhere, attending educational conferences, and other appropriate means; keep the committee informed of trends in education.

Participate in appropriate professional development activities in order to remain current and up-to-date.

12. Study and revise, together with the staff, all curriculum guides and courses of study on a continuing basis.

Maintain a comprehensive process for the review of all curriculum guides and courses on a regular basis.

13. Recommend to the committee for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.
14. Keep the public informed about modern educational practices, educational trends and the policies, practices and problems in the schools.
15. Make recommendations with reference to the location and size of new school sites and of changes to existing sites; the location and size of new buildings on school sites; the plans for new school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations and changes in the buildings and equipment used by the school system.
16. Maintain adequate records for the schools, including a system of financial accounts; business records; and personnel, school population, and scholastic records. Act as custodian of such records and of all contracts, documents, books of records, and other papers belonging to the committee.
17. Provide suitable instructions and regulations to govern the use and care of school properties for school purposes.
18. Make recommendations to the committee concerning the transportation of students in accordance with state requirements and the requirements of safety.
19. Attend, or delegate a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.
20. Perform such other tasks as may from time to time be assigned by the committee.

TERMS OF EMPLOYMENT: Salary, work year and working conditions as outlined in contract.

EVALUATION: The superintendent will be evaluated under the policies of the Amesbury School Committee.

APPROVED BY: _____

DATE: _____

REVIEWED AND ACCEPTED BY: _____

DATE: _____

SUPERINTENDENT'S CONTRACT

The Committee, upon the election of a candidate or upon re-election of the incumbent Superintendent, will enter into a written contract with the Superintendent, which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.

Legal Refs: M.G.L. 71:41

Note: Under the laws of the Commonwealth, the School Committee may award a contract to a superintendent of schools for a period not to exceed six years.

EVALUATION OF THE SUPERINTENDENT

The Amesbury Public Schools is focused on assisting all staff (professional and support) to achieve at an optimal performance level. This is achieved through the implementation of clear goal setting, open and honest communication, periodic and ongoing discussions regarding progress toward goal attainment, and an evaluation process focused on professional development.

Ultimately, the goal of the Superintendent's evaluation is to create a dialogue between the Committee and the Superintendent regarding progress made on previously identified personal and district goals. It is also an opportunity to reflect on this progress and identify future objectives. In order to accomplish these goals the following evaluation process will be utilized:

1. The Committee and the Superintendent will meet, usually no later than Sept. 15th, to establish goals and objectives upon which the evaluation will be based.
2. The Superintendent will periodically provide information to members on issues related to the goals. This information may be made available in written or oral form, through public presentation, confidential memorandum, etc.
3. Prior to the formal written evaluation the Superintendent will send a written report to members detailing accomplishments related to the agreed upon goals.
4. The chairperson of the Personnel Subcommittee will collect individual evaluation worksheets from Committee members and prepare a summary evaluation document.
5. The chairperson of the Personnel Subcommittee will meet individually with the Superintendent to review the document, answer questions, clarify issues and make recommendations.
6. The chairperson of the Personnel Subcommittee will report and release the evaluation for approval at a School Committee meeting, usually no later than May 1st of each year.

EVALUATION OF THE SUPERINTENDENT

Directions: You will rate the Superintendent in two areas: I) Superintendent performance evaluation criteria and, II) Progress toward attainment of personal goals. Part I refers to those general categories that are considered evaluative areas for the position of Superintendents in general. Part II specifically addresses the goals that the Superintendent and the School Committee have agreed would be the focus of this year's work. Please use the rubrics below to rate the superintendent in each section of this document: i.e., Part I and Part II. Please write the number in the blank that corresponds to your assessment of the Superintendent's work in each area or goal. For each there is optional space for you to make specific comments which may address your reason(s) for assigning your selected rating. Please note, you may only use whole numbers (1,2,3,or 4).

Part I: Performance Areas

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
• Performance needs improvement and does not meet the requirements of the position	• Performance generally meets the job requirements, some growth needed; performance considered satisfactory	• Performance fully meets the job requirements; performance considered good/solid	• Performance exceeds job requirements and/or expectations; performance considered outstanding

Part II: Goal Attainment

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished
• Minimal progress, more progress needed	• Reasonable progress toward goal, some objectives still need to be addressed	• Progress meets expectations; all objectives addressed satisfactorily	• Progress exceeds expectations; objectives addressed in an exemplary way

AMESBURY PUBLIC SCHOOLS

Performance Evaluation of the Superintendent by the School Committee

Name of Superintendent: _____

Name of Evaluator: _____

For School Year: ____ / ____ / ____ Date Submitted: ____ / ____ / ____

Signature of Chairperson: _____

I. Performance Areas

A. School Committee Relations

Indicators of Success:

- Prepares and presents appropriate reports in an articulate and timely fashion
- Communicates effectively with the committee
- Keeps the committee well informed regarding issues of importance in the overall operation of the school system
- Makes appropriate recommendations to the school committee in order to maintain proper school system operation
- Implements school committee mandates

Rating: _____

Comments:

B. Community/Public Relations

Indicators of Success:

- Maintains regular contact with the public
- Interprets and communicates the educational program of the district to the community
- Interprets and communicates to the community school district policies, problems and concerns
- Responds appropriately to the concerns of the community and in a timely fashion
- Provides personal access to members of the community

Rating: _____

Comments:

C. Personnel Management

Indicators of Success:

- Develops and administers policies and procedures that improve the area of personnel management
- Manages and administers all aspects of employee relations
- Administers overall scope of salary and benefits programs
- Manages and supervises the overall execution of the personnel evaluation program
- Organizes, directs and supervises the leadership team
- Supervises the hiring of qualified staff

Rating: _____

Comments:

D. Budget/Fiscal Management

Indicators of Success:

- Determines the financial needs of the school system
- Prepares a budget that addresses the needs of the school system and mandates of the school committee
- Oversees, manages and supervises the overall execution of the approved budget in accordance with school committee policy and procedure
- Provides budget status reports on a regular basis and/or as directed by the school committee

Rating: _____

Comments:

E. Facilities Management

Indicators of Success:

- Insures the safety and security of students, personnel and property
- Provides for daily, short-term and long-range planning which provides for safe and clean facilities throughout the school system
- Provides overall management for the maintenance of buildings and grounds
- Is a positive contributor to the short and long-term planning for the buildings' needs for the future of the school district

- Directs the overall utilization of facilities

Rating: _____

Comments:

F. Instructional and Curriculum Management

Indicators of Success:

- Insures continuous focus on improved student achievement
- Manages the overall instructional program of the district
- Supervises the overall initiation of new, modification of existing and discontinuation of ineffective academic and/or extra-curricular programs
- Monitors and assesses the effectiveness of the overall instructional/academic program for the district
- Manages and helps to plan the overall staff development program for all staff
- Manages and supervises the overall implementation of federal and state programs and projects
- Conducts regular leadership team meetings with curriculum and instruction focus
- Insures that appropriate assessment tools and procedures are implemented, appropriately interpreted and distributed, and explained to the parent and greater community

Rating: _____

Comments:

G. Management of Student Services

Indicators of Success

- Provides for and supervises the overall implementation of special education
- Provides for and supervises the overall implementation of guidance services
- Manages the overall tracking system and policy implementation regarding: class size; enrollment; and attendance
- Manages and supervises the overall implementation of the student discipline system
- Oversees, monitors and assesses services provided by private institutions, vendors and/or home-schoolers

Rating: _____

Comments:

H. Comprehensive Planning

Indicators of Success

- Formulates with the committee an annual plan for the superintendent's goals and professional development
- Designs and implements an annual document for the committee's evaluation of the superintendent
- Establishes measurement and accountability procedures
- Periodically evaluates the results of the planning processes in place
- Puts in place management systems and procedures, and provides written policy direction for the school committee

Rating: _____

Comments:

I. Professional and Personal Growth and Management

Indicators of Success

- Exercises discretion and good judgment in matters both covered and not covered by committee policy
- Keeps current regarding trends/best practices in curriculum, instruction and technology
- Represents the school system appropriately at local, state and national meetings, workshops and conferences
- Is a positive and contributing member of the profession

Rating: _____

Comments:

Composite Rating:

A____B____C____D____E____F____G____H____I____

Part I Total = ____ (A-I) divided by 9 = ____

Part II. Progress Toward the Attainment of Goals

Goal I.

Progress Rating: _____

Comments/Explanation:

Goal II.

Progress Rating: _____

Comments/Explanation:

Goal III.

Progress Rating: _____

Comments/Explanation:

Goal IV.

Progress Rating: _____

Comments/Explanation:

Goal V.

Progress Rating: _____

Comments/Explanation:

Goal VI.

Progress Rating: _____

Comments/Explanation:

Goal VII.

Progress Rating: _____

Comments/Explanation:

Goal VIII.

Progress Rating: _____

Comments/Explanation:

Composite Rating:

I ____ II ____ III ____ IV ____ V ____ VI ____ VII ____ VIII ____

Part II Total = _____ (I-VIII) divided by 8 = _____

Adopted: 2004

Revised: 2011

CCB - LINE AND STAFF RELATIONS

The School Committee expects the superintendent to establish a clear understanding of the working relationships in the school system on the part of all personnel.

Lines of direct authority will be those approved by the Committee and shown on school department organizational charts.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep their immediate supervisors informed of their activities.

It is expected that the established lines of authority will serve most purposes. All personnel will have the right to appeal any decision made by an administrator through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

Adopted: 1988

Revised: 1997

Reviewed: 2003, 2007, 2010

CF - SCHOOL COUNCILS

The Amesbury School Committee recognizes that site-based management is at the core of the Education Reform Act of 1993. The Reform Act calls for the creation of school advisory councils to work with the principals. As envisioned in this law, each school principal shall be responsible for defining the composition of his or her school council and for convening the first council meeting no later than forty days after the beginning of school. The councils may assist principals in at least three major ways. They include: adopting educational goals, budget review and formulating a school improvement plan each year subject to the approval of the school committee.

Each school council shall have as members: the principal, who serves as one of the co-chairs, and serving in a voluntary capacity, teachers at the school, parents of students attending the school, at least one student (in the case of the high school), and other community residents who are not parents or teachers or students at the school. Parents of students attending the school shall be chosen annually for the council by an election conducted by the local parent organization under the direction of the principal. The school committee advocates that each council reflect the diversity of the school and of the community as much as possible. The size of the school council, the number and schedule of meetings, internal decision-making rules, and terms of membership shall be agreed upon within each council, subject to the confines of state and federal laws.

Regarding membership on school councils, the number of parents has to equal the number of teachers, plus the principal. The number of other persons who are not parents or teachers must not exceed fifty percent of the council's membership. At the beginning of each school year each school council must conduct elections and submit its organizational plan for school committee approval.

The school committee may grant councils additional authority in the area of educational policy except for those areas covered by collective bargaining agreements.

Legal Ref.: MGL c.[71](#) Sec. [59c](#) Acts of 1993

M.G.L. [30A](#), §§[18-25](#) Open Meeting Law

c.[66](#) Sec.[10](#) Public inspection of records

Adopted: 1993

Reviewed: 2003, 2007

Revised: 2010

CF-R - SCHOOL COUNCIL IMPROVEMENT PLANS

The School Improvement Plan creates a building specific, data-driven action plan for improving student performance. School Improvement plans will meet the following requirements on an annual basis:

1. Summary of degree to which previous year's goals were met through measurable outcomes and assessment results;
2. Summary of assessment data that the current plan is built from;
3. Measurable Goals and Action Steps in the Core Subject Areas as measured by state and federal mandates;
4. Action Steps developed with the goal of improved student learning may include specific actions in the following: professional development, instructional practice, assessment, curriculum, resources and materials, schedule, class size, programming for special education students and enhanced parent capacity;
5. Any other areas determined by the principal, in consultation with the council.

These plans will be developed utilizing the most current assessment data. As Massachusetts test data is released over the summer School Improvement Plans will be submitted to the Superintendent for approval by November 1st for the current school year.

Legal Ref: MGL c.[71](#) Sec.[59c](#) Acts of 1993

M.G.L. [30A](#), §§[18-25](#) Open Meeting Law

c.66 Sec.10 Public Inspection of Records

Adopted: 1993

Reviewed: 2003

Revised: 2007, 2010

CFB - SUPERVISION AND EVALUATION OF ADMINISTRATOR

On July 20, 1995, the MBOE approved the Regulations on Evaluation of Teachers and Administrators. Pursuant to those regulations and the Amesbury School Committee's belief that an effective supervision and evaluation program will increase the professionalism and accountability of administrators in the Amesbury Public Schools, the following will be adopted.

Purpose

The purpose of administrative supervision and evaluation is to ensure the overall professionalism and effective-ness of all administrators that will enable them to assist students and teachers to perform at high levels. This process will provide a record of facts and assessments for personnel decisions, including those related to renewal, promotion, assignment and dismissal.

Process

Supervision and evaluation of administrators in the Amesbury Public Schools will be regular and of high quality. Common components to the supervision and evaluation process are setting goals, goals review meetings and final evaluation reports. The superintendent will ensure that all administrators are evaluated on a yearly basis. In the event the evaluator determines the administrator fails to meet a standard, an evaluation will be completed more often than yearly. Goals will be developed from among the following: Principles of Effective Administrative Leadership as adopted by the Amesbury School Committee (Appendix 1), yearly goals of the superintendent and school committee, school improvement plans as established by school councils and appropriate job descriptions.

The superintendent or appropriate administrator will use information from a variety of sources including, but not limited to, direct observation and/or other documented sources of information when compiling the evaluation report (Appendix 2).

Administrators' evaluation reports will be communicated orally and in writing, recognizing strengths and identifying all areas needing improvement.

It should be noted that in addition to responsibility for goals developed by the superintendent and evaluatee, each administrator will be accountable for all the descriptors under each of the Principles of Effective Leadership. (Appendix 2).

At the conclusion of the evaluation cycle of all administrators, average scores for each category will be shared with the school committee for the purpose of determining appropriate support for administrative professional development.

Legal Ref.: MA Bd. Of Ed. Regs. 1995

Reviewed: 2002, 2003, 2010

CFB-R - SUPERVISION OF ADMINISTRATORS - APPENDIX 1

PRINCIPLES OF EFFECTIVE ADMINISTRATIVE LEADERSHIP

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

- A. The administrator facilitates the development of a shared mission and vision.
- B. The administrator encourages and uses a variety of strategies to assess student performance accurately.
- C. The administrator applies current principles, practices, and research to foster effective teaching.
- D. The administrator leads the renewal of curriculum and instructional programs.
- E. The administrator promotes and models the effective use of appropriate Instructional technologies.
- F. The administrator holds teachers accountable for having high standards expectations that all students can perform at high levels.
- G. The administrator works with teachers and other staff to supervise and evaluate their performance, using performance standards, and to identify areas for growth.
- H. The administrator supports ongoing professional development.

II. EFFECTIVE ORGANIZATIONAL LEADERSHIP

- A. The administrator applies research and organizational leadership skills.
- B. The administrator demonstrates communication skills that are clear, direct, and responsive.
- C. The administrator creates a positive, informed climate for collegial teaching and learning.
- D. The administrator facilitates constructive change.
- E. The administrator plans for, models, and encourages collaboration and shared decision-making.
- F. The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions.

III. EFFECTIVE ADMINISTRATION AND MANAGEMENT

- A. The administrator carries out personnel selection, supervision, evaluation, and management functions for the school or district effectively.
- B. The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility.
- C. The administrator applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility.
- D. The administrator applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility.
- E. The administrator uses appropriate technologies to administer his/her responsibilities

IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

- A. The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents.
- B. The administrator demonstrates appreciation for and sensitivity to the diversity among individuals.

V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

- A. The administrator assesses the needs of parents and community members and involves them in decision-making.
- B. The administrator promotes partnerships among staff, parents, business, and the community.
- C. The administrator interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district.

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

- A. The administrator demonstrates enthusiasm for his/her own learning.
- B. The administrator demonstrates and promotes an atmosphere of respect for self and others.
- C. The administrator models ethical behavior.

CFB-E - ADMINISTRATORS EVALUATION INSTRUMENT - APPENDIX 2

EVALUATION INSTRUMENT

Administrator _____ Evaluator _____

Date _____

Ratings: 3 - Exceeds Standard

2 - Meets Standard

1 - Does Not Meet Standard

(Supporting data must be provided when administrator exceeds or does not meet a standard)

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

RATING

- A. The administrator facilitates the development of a shared mission and vision _____
- B. The administrator encourages and uses a variety of strategies to assess student performance accurately. _____
- C. The administrator applies current principles, practices, and research to foster effective teaching. _____
- D. The administrator leads the renewal of curriculum and instructional programs _____
- E. The administrator promotes and models the effective use of appropriate instructional technologies. _____
- F. The administrator holds teachers accountable for having high standards and positive expectations that all students can perform at high levels. _____
- G. The administrator works with teachers and other staff to supervise and evaluate their performance, using performance standards, and to identify areas for growth. _____
- H. The administrator supports ongoing professional development. _____

TOTAL _____

COMMENTS: _____

II. EFFECTIVE ORGANIZATIONAL LEADERSHIP

RATING

- A. The administrator applies research and organizational leadership skills. _____
- B. The administrator demonstrates communication skills that are clear, direct, and responsive. _____
- C. The administrator creates a positive, informed climate for collegial teaching and learning. _____
- D. The administrator facilitates constructive change. _____
- E. The administrator plans for, models, and encourages collaboration and shared decision-making. _____
- F. The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions. _____

TOTAL _____

COMMENTS: _____

III. EFFECTIVE ADMINISTRATION AND MANAGEMENT

RATING

- A. The administrator carries out personnel selection, supervision, evaluation, and management functions for the school or district effectively. _____
- B. The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility. _____
- C. The administrator applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility. _____
- D. The administrator applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility. _____
- E. The administrator uses appropriate technologies to administer his/her responsibilities. _____

TOTAL _____

COMMENTS: _____

IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

RATING

- A. The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents. _____
- B. The administrator demonstrates appreciation for and sensitivity to the diversity among individuals. _____

TOTAL _____

COMMENTS: _____

V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

RATING

- A. The administrator assesses the needs of parents and community members and involves them in decision-making. _____
- B. The administrator promotes partnerships among staff, parents, business, and the community. _____
- C. The administrator interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district. _____

TOTAL _____

COMMENTS: _____

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

	<u>RATING</u>
A. The administrator demonstrates enthusiasm for his/her own learning.	_____
B. The administrator demonstrates and promotes an atmosphere of respect for self and others.	_____
C. The administrator models ethical behavior.	_____
TOTAL	_____

COMMENTS: _____

VII. GOAL ATTAINMENT

	<u>RATING</u>
_____	_____
A.	_____
B.	_____
C.	_____

COMMENTS: _____

EVALUATEE COMMENTS: _____

I have received a copy of this evaluation: _____

CH - POLICY IMPLEMENTATION, REGULATIONS AND DISSEMINATION

The superintendent has responsibility for carrying out, through regulations, the policies established by the school committee.

The policies developed by the committee and the regulations developed to implement policies are designed to increase the effectiveness and efficiency of the school system.

It is expected that all school employees and students will adhere to these policies and regulations.

The superintendent will be responsible for specifying required actions and designing the regulations under which the school system will operate in accordance with school committee policy. These detailed arrangements will be designed to implement policies of the committee and will be one of the means by which the school system will be governed.

It will be the responsibility of the superintendent to see that the regulations developed to implement committee policies and administer the school system are appropriately coded and included as regulations in the School Committee's Policy Manual.

A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

Members of the school committee will also receive copies of all new or revised regulations that are issued for insertion in the manual.

Adopted: 1988

Reviewed: 2003, 2007

Revised: 2010

CHA - DEVELOPMENT OF REGULATIONS

The superintendent will be responsible for specifying required actions and designing the regulations under which the school system will operate in accordance with School Committee policy. These detailed arrangements will be designed to implement policies of the Committee and will be one of the means by which the school system will be governed.

Adopted: 1988

Reviewed: 2003, 2007

CHC - REGULATIONS DISSEMINATION

It will be the responsibility of the superintendent to see that the regulations developed to implement Committee policies and administer the school system are appropriately coded and included as regulations in the School Committee's policy manual.

A regulation concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

Members of the School Committee will also receive copies of all new or revised regulations that are issued for insertion in the manual.

Adopted: 1988

Reviewed: 2003, 2007

CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES

In order that pertinent committee policies, important regulations and procedures may be known by all staff members and students affected by them, administrators are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform with school committee policies.

Therefore, all handbooks will be approved by the committee and the superintendent prior to publication.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of committee-approved policy or regulation. Student handbooks shall be presented to the school committee for its approval by no later than the first School Committee meeting in August of each year. The superintendent will decide whether other specific handbooks need committee approval. All published handbooks will be given to the school committee members each year.

Adopted: 1988

Reviewed: 2003

Revised: 2007, 2010, 2021

CM - SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school system and the administration's recommendations for their improvement will be prepared by the superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing parents and citizens, the commissioner of education, and others of the programs and conditions of the town's public schools.

Established by law and Committee policy.

Legal Ref: M.G.L. [72:4](#)

Adopted: 1988

Reviewed: 2003, 2007, 2010

CN - SCHOOL MASCOTS AND OTHER IDENTIFIERS

The Amesbury Public School District recognizes the need to express school spirit through the selection of a mascot, team name, colors, and other school identifiers such as yearbooks, names of newspapers and other publications, names for activities and events, school songs, and slogans. The following provides for these activities:

- I. Selecting a mascot, team name, and school colors as well as other school identifiers shall be respectful of diverse cultural values and reflect a positive school image.
- II. The school mascot, team name, colors, and other school identifiers must be unique and cannot be a duplication of a professional, corporate, international, national or local mascot, name and colors, nor other copyrighted identifiers.
- III. A school mascot is defined as a symbol, character, name, or logo that should represent a school in a positive manner with an emphasis on expression of school unity and pride.
- IV. Team names, school colors and other identifiers shall be selected on the basis of a positive reflection of the school.
- V. Responsibility for the selection of the school mascot, team names, colors, and school identifiers will be by a committee comprised of:
 - a. The principal or his/her designee
 - b. 3-4 staff members
 - c. 5 students (at the high school level, one of these students should be a representative of Student Council, and one student should be a representative of the Student Advisory Council)
 - d. 3-4 parents
 - e. 3-4 community members (at the high school level, at least one of these members should be a representative of the athletic boosters)
- VI. This committee will be responsible for completing a comprehensive review of any proposed mascots, including review of current mascots. This review may include, but is not limited to, any combination of the following:
 - a. Student forums
 - b. Community forums
 - c. Surveys/questionnaires
 - d. Meetings with any local organization which may be impacted by the decision
- VII. All proposed school mascot, team name, colors, and school identifier selections and/or changes will be presented to the Superintendent for review within three months of forming the committee. The Superintendent will make a recommendation to the School Committee for final review and approval.

Adopted: 2016

Section D. Fiscal Management

[DA](#) Fiscal Management Goals

[DBH](#) Budget Adoption Procedures

[DBJ](#) Budget Transfer Authority

[DDA](#) Use of Grant Funds: Supplement, Not Supplant

[DDA-R](#) District Procedures for the Title I Supplement, Not Supplant Requirement

[DIC](#) Financial Reporting

[DJA](#) Purchasing Authority

[DJC](#) Expense Reimbursements

[DK](#) Invoice and Payroll Approval

[DK-R](#) Invoice and Payroll Approval Operating Budget Procedures - Regulation

[DLC](#) Expense Reimbursements

[DN](#) Disposal of Surplus Property

DA - FISCAL MANAGEMENT GOALS

The School Committee recognizes that funding and resources management comprise the foundational support of the whole school program. To make that support as effective as possible, the Committee intends:

1. To encourage advance planning through the best possible budget procedures;
2. To explore all practical and legal sources of dollar income;
3. To guide the expenditure of funds to achieve the greatest educational returns;
4. To require maximum efficiency in accounting and reporting procedures;
5. To maintain a level of per pupil expenditures needed to provide high quality education;
6. To pursue appropriate corporate sponsorship and other private funding.

As the trustee of community, state and federal funds allocated for use in local education, the Committee has the responsibility to protect the district funds and use them wisely.

Adopted: 1988

Revised: 2002, 2003, 2007

Reviewed: 2010

DBH - BUDGET ADOPTION PROCEDURES

The school committee shall hold a public hearing on its proposed annual budget not less than seven days after publication of a notice in accordance with M.G.L.'s. Prior to the public hearing the school committee shall make available to the public at least one copy of said proposed budget for a time period of not less than forty-eight hours at the office of the Superintendent of Schools and through the town website. At the hearing, interested persons shall be given an opportunity to be heard for or against the proposed budget. Such hearing shall be conducted by a quorum (majority of the members).

The operating budget as adopted by the school committee shall be submitted to the mayor in accordance with the Town Charter. The Mayor shall notify the school committee of the date by which the operating budget of the school committee shall be submitted to the Mayor.

Legal Refs: M.G.L. [136](#) & Amendments

M.G.L. [44:32](#)

M.G.L. [71:34](#)

M.G.L. [71:38N](#)

Town Charter, Part 5-2

Adopted: 1988

Revised: 2002, 2007

Reviewed: 2010

DBJ - BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent. This function will be delegated to the Budget/Finance Subcommittee which will report any changes in writing to the full Committee.

Adopted: 1988

Revised: 2002, 2007

Reviewed: 2010

DDA - USE OF GRANT FUNDS: SUPPLEMENT, NOT SUPPLANT

The Amesbury Public School District will use Federal Title I funds for supplementary services to "at risk" students in qualifying Title I schools. Title I funds will not take the place of -supplant- public education services that are to be provided to all students by the district.

Title I services are determined through a Needs Assessment given to Parents, Teachers and Administrators as well as the academic weaknesses determined from careful review and analysis of State Testing. Services may vary annually based on the specific needs of each school receiving Title I funds. Title I services can take a variety of forms including:

- Pre-school
- Inclusion
- Small group pull-out
- After school programs

Students are identified for Title I services based on Selection Criterion established by the Title I Director, Title I Teachers, Classroom Teachers and School administrators. The students are chosen by rank order allowing for the students most at risk to receive services.

LEGAL REFS: NCLB, Sections 1120A(b) and (d), Public Law 107-110

Adopted: 2005

Revised: 2006

Reviewed: 2007, 2010, 2013

DDA-R - District Procedures for the Title I Supplement, Not Supplant Requirement

Title I funds may not take the place of - supplant - public education services that are to be provided to all students. The procedures below will assist the Amesbury Public Schools in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of children participating in Title I programs.

Title I Targeted Assistance Schools in the School District:

- Amesbury Elementary
- Cashman Elementary

Student Selection Criteria: (applicable for targeted assistance schools)

School District-Level Criteria:

The following multiple, objective, educationally-related criteria are used by Amesbury Public Schools to select the eligible pool of Title I participants. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select from a rank order list those most in need from this pool to be served.

- See attached K, 1 & 2 Student Criterion Checklists (Literacy) and 3 & 4 Student Criterion Checklists (Math)

Students Automatically Eligible:

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are also eligible for Title I services.

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the school district.

School Criteria:

Not applicable.

Targeted Assistance Funds:

Program Design:

The school district will review each targeted assistance school to ensure that the Title I program supplements the regular education program and serves only those students who have been identified and selected for Title I services.

Evidence:

- School supplied evidence (teacher/student schedules).
- Information demonstrating that students with disabilities and students who are limited English proficient are receiving required non-Title I services specific to their need (indicated on Rank Order List).

Student Selection:

The school district will review each targeted assistance school to ensure that the schools have identified and selected students for Title I services based on the school district-established student selection criteria and any additional school-established student selection criteria.

Evidence:

- School-developed selection criteria (if any).
- List of students identified as eligible for services.
- List of students selected for services.
- Data supporting identification and selection.
- Student exit date (for those deemed no longer in need of services).
- Documentation that LEP and special education students are selected on the same basis as other students.

Students Served:

School district staff will visit and review schools to ensure that students being served by Title I funds are those who have been identified to be served based on the student selection criteria.

Evidence:

- Title I program description.
- Student participant list.
- School schedule for Title I services.

- Notes/student attendance from Title I staff.
- Discussions with regular and Title I staff.

Staffing:

The school district will maintain records that demonstrate that the Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be carried out through means such as spot-checks, reviews, interviews with staff, and interviews with students. *Evidence:*

- For 100% Title I-funded staff, the staff daily schedule of activities.
- For split-funded staff, staff daily schedule with clear delineation of time spent on the Title I program.
- Other documentation that demonstrates accurate charges to the Title I program (e.g., detailed position descriptions for split-funded staff)

Professional Development:

The school district will maintain a description of the professional development provided at the district level that is funded with Title I funds.

Evidence:

- The described professional development is aligned with the needs of the Title I students.
- List of participants. (School district staff will ensure the participating staff are those who teach or provide support to Title I participants.)
- The professional development does not duplicate that which the school district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available.)

Schools will maintain or provide to the school district a description of the school-level professional development paid for by Title funds.

Evidence:

- The described professional development is aligned with the needs of the Title I students.
- List of participants. (School district staff will ensure participating staff are those who will impact Title I participants.)

Parental Involvement:

The school district will maintain a description of the school district-level parental involvement activities paid for by Title I funds.

Evidence:

- The described parental involvement activities are aligned with the needs of the Title I students.
- List of participants. (School district staff will review to ensure they are parents of Title I students, although others may be invited to participate.)
- The parental involvement activities do not duplicate those that the school district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. (Descriptions of all other parental involvement activities will be available.)

Schools will maintain a description of school-level parental involvement activities paid for by Title I funds.

Evidence:

- The described parental involvement activities are aligned with the needs of Title I students and parents.
- List of participants. (School district staff will review to ensure they are parents of Title I students, although others may participate.)

Adopted: 2007

Reviewed: 2010; 2013

DIC - FINANCIAL REPORTING

The accounting system used by the Amesbury School Department will conform to state requirements and comply with generally accepted accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive financial statements from the superintendent showing the financial condition of the school department.

Statements of all revolving funds, federal and state grants, and appropriations shall be prepared for the School Committee on a quarterly basis. These statements will show:

1. Original appropriation
2. Transfers and adjustments
3. Revised appropriations
4. Expenditures to date
5. Outstanding encumbrances
6. Unencumbered balances

Adopted: 1988

Revised: 2003, 2007

Reviewed: 2010

DJA - PURCHASING AUTHORITY

Because the Amesbury School System follows its adopted budget as closely as possible in the expenditure of funds, the authority for purchasing materials, equipment, supplies, and services is extended to the Superintendent and his designee through the listing of such items compiled as part of the budget-making process.

The purchase of such items and services requires no further advance committee approval with the following exceptions:

1. All items which by law or committee policy must be put out to bid
2. All transfers from one account to another

When it becomes evident that any account will require expenditures in excess of the amount budgeted, the Superintendent and/or his designee will notify the Budget/Finance Subcommittee. The Budget/Finance Subcommittee will review the transfer request at its regularly scheduled meeting. Documentation for transfer(s) will be provided including the account that funds are being transferred from as well as the accounts funds are being transferred to. The Budget/Finance Subcommittee will make a recommendation to the full School Committee at a regularly scheduled meeting for a formal vote and approval of transfers.

Future expenditures from those accounts will have prior committee approval except when an emergency requires the Superintendent to act. The Superintendent will notify the Chair of the School Committee immediately of such emergencies. In the absence of the Chair, he/she will notify the Vice Chair. All such emergencies will be reported to the School Committee along with any recommendations for the use of those funds.

Adopted: 1989

Revised: 2003, 2005, 2007

Reviewed: 2010

DJC - EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of properly completed and approved vouchers and any supporting receipts required by the Superintendent.

When official travel by personal vehicle is authorized, mileage payment will generally be made at the current contract rate or the most current IRS rate. A monthly travel stipend, in an amount established by the Committee, will be paid to authorized personnel.

To the extent budgeted, approval of travel requests will be as follows:

1. Travel by School Committee members must have prior approval of the School Committee;
2. Travel within New England by staff members shall be subject to Superintendent's approval; and,
3. Unbudgeted travel shall be subject to School Committee approval.

Adopted: 1989

Revised: 2002, 2003, 2007

Reviewed: 2010

DK - INVOICE AND PAYROLL APPROVAL

Invoice warrants and payrolls will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

Payrolls will be signed by the Superintendent and the chair of the school committee, or his/her designee. Actual invoices and warrants will be available at the Superintendent's office for inspection by School Committee members prior to approval. All warrants must be approved by a majority of the School Committee in public session.

Legal Ref.: M.G.L. [41:41](#); [41:52](#)

Adopted: 1989

Revised: 1992, 2002, 2007, 2010

Reviewed: 2003, 2005, 2006

DK-R - INVOICE AND PAYROLL APPROVAL OPERATING BUDGET PROCEDURES

A. PURCHASES UNDER \$10,000

Periodic solicitation of price quotations and the use of sound business practices are followed with regard to all purchases falling within this category.

B. PURCHASES BETWEEN \$10,000 AND \$50,000

In order to comply with Chapter [30B](#) of the Massachusetts General Laws, it is necessary that a uniform purchasing procedure be implemented, which is easy to understand and to follow. This procedure is outlined as follows:

ISSUE A PURCHASE REQUISITION

(Greater than \$10,000, but less than \$50,000)

Step 1. Call at least three vendors to solicit the lowest quote. The following must be documented:

- A. Name, addresses and telephone numbers of the vendors
- B. Person giving the quotes
- C. Dates of quotes
- D. Total amount quoted by vendors

Step 2. Create a purchase requisition

Step 3. Have the building principal approve the requisition

Step 4. Staff enter the requisition into the accounting software

(If the requisition is going to be charged to a Federal Program, the Director of the Grant, and the Director of Finance & Operations must sign off.)

Step 5. The accounts payable department will print all purchase orders

Step 6. Accounts payable office will distribute copies of the purchase orders to the appropriate schools/departments

C. PURCHASING GREATER THAN \$50,000

According to Mass. General Law, Ch. [30B](#): The Uniform Procurement Code, all purchases of goods or services, which exceed \$50,000 are subject to formal bid procedure.

The School Committee may use either an Invitation for Bid (IFB) or a Request for Proposal (RFP).

The IFB process is as outlined below:

Step 1. Awarded to the lowest "responsible and responsive" bidder offering to provide the supply or service needed.

The RFP process is as outlined below:

Step 1. Conduct a formal advertised competition using sealed bids or proposals. Notice of the bid is published in a newspaper of general circulation at least two weeks prior to the opening of the bids.

Step 2. Bidders are required to submit a non-price proposal and a price proposal. Based on written criteria, a selection committee weighs the relative merits of proposals. The contract is awarded to the offeror submitting the most advantageous proposal, taking into consideration the proposals' relative merits and prices.

Step 3. Unlike the IFB process, the RFP process may not always result in selection of the qualified proposer offering the lowest price. The school committee is considered to be the awarding authority, and all awards are based upon the recommendation of the Superintendent.

D. GIFTS AND REQUESTS INCOME

As provided by M.G.L. c. [71:37A](#), the school committee is authorized to accept on behalf of the Amesbury Public Schools, grants or gifts for educational purposes from charitable foundations and private corporations and to disburse the same for such purposes. Such funds shall be administered in keeping with the provisions of the law.

E. ACCOUNTING SYSTEM

The Superintendent shall be the agent of the School Committee designated to keep all of its financial records and accounts and to certify to the correctness of bills and payrolls. He/she may delegate the actual task of maintaining an updated accounting system, which conforms to state and local requirements to the Director of Finance & Operations.

F. WARRANT PROCEDURES

As the Amesbury School Committee is elected by the citizens of the City of Amesbury, it is accountable to safeguard and spend with great care the moneys that are appropriated to operate the school system. In order to insure that this is done, all invoices, vouchers and other requests for payment other than the regular payrolls will be processed in the following manner:

- 1. All invoices, vouchers, etc. shall be checked for the authorization, computations, price, in the central office;
- 2. They shall then be approved by the Superintendent, or his/her designee;
- 3. The list shall then be put on a preliminary warrant for payment by the Finance Manager;
- 4. The payrolls will be signed by the chair of the School Committee, or his/her designee;

5. The preliminary expense warrant shall then be signed by a majority of the School Committee. In the summer months the School Committee shall convene to approve warrants.
6. Preliminary warrants or other proper documents shall then be forwarded to the proper town officials for payment.

BUDGET ADMINISTRATION AND MANAGEMENT PROCESS

Every dollar of expenditure included in this budget is assigned to some person as a "cost center controller" for that particular piece of the budget. This person may be a central office administrator, building principal, department administrator, program supervisor, teacher, or other staff member. These cost center administrators are responsible to control "their" budget.

The school system's accounting software system will not permit expenditures to be incurred unless they are within the financial limitations of the particular account classification that is being charged. This is accomplished through an interactive on-line budgetary control system that provides cost center controller's budget status information at the touch of a computer terminal key. Requisitions and purchase orders are reported as encumbrances against available appropriations at the time they are originated.

The Finance Manager will review all requisitions and all purchase orders are reviewed by the Director of Finance & Operations. The signature of the Director of Finance & Operations is required on every purchase order before it can be processed and ultimately forwarded to vendors.

The School Committee will review all expenditures through the monthly approval of warrants, which are then forwarded to the Chief Financial Officer of the City for payment. The signatures of at least four of the seven members of the School Committee are required in this approval process.

The Director of Finance & Operations will provide a quarterly expenditure report of the entire operating budget for the School Committee's review.

BUDGETING METHODOLOGY

The basis for budget, as defined by the State Department of Education, is a modified accrual system. This system requires the reconciliation of all accounts at the end of each fiscal year (June 30). Items/services that have been encumbered but not expended are considered expenditures of that fiscal year. Encumbrances are utilized for an item/service received during the fiscal year, but awaiting invoicing. However, the accounting for this expenditure in all cases must relate back to the date of the encumbrance.

Legal Refs: MGL: [c30b](#); [c71:37A](#)

Approved: March, 2003

Revised: 2006, 2007

Revised: December, 2020

DLC - EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of properly completed and approved vouchers and any supporting receipts required by the Superintendent.

When official travel by personal vehicle is authorized, mileage payment will generally be made at the current contract rate or the most current IRS rate. A monthly travel stipend, in an amount established by the Committee, will be paid to authorized personnel.

To the extent budgeted, approval of travel requests will be as follows:

1. Travel by School Committee members must have prior approval of the School Committee;
2. Travel within New England by staff members shall be subject to Superintendent's approval; and,
3. Unbudgeted travel shall be subject to School Committee approval.

Adopted 1989

Revised: 2002, 2003, 2007

DN - DISPOSAL OF SURPLUS PROPERTY

The School Committee retains the option of disposing outright by any means of any supply or equipment that is no longer useful to the Committee. Such supply or equipment will be disposed of by the following manner:

If the value is less than \$10,000, as determined by the Director of Finance and Operations, the item shall be declared surplus by the Superintendent or his/her designee. The surplus declaration will be sent to the Committee which may concur with the recommendation, declare said item as surplus, and authorize disposition. The Director of Finance & Operations will first offer the item to other City departments. If there is no interest, the Director may advertise such item and award it to the highest responsible bidder. If no interest is shown, the item may be disposed of.

If the value is equal to or greater than \$10,000, as determined by the Director of Finance and Operations, the item shall be declared surplus by the Superintendent or his/her designee. The surplus declaration will be sent to the Committee which may concur with the recommendation, declare said item as surplus, and authorize disposition. In accordance with M.G.L. Chapter [30B](#), the Director of Finance & Operations will prepare of notice of sale which includes a description of the item, where and when the item can be inspected, terms and conditions of the sale and the deadline for submitting bids. The Director will establish a rule for award, advertise the sale, open the bids and record the sale. The surplus item will be awarded to the responsive bidder offering the highest price for the item.

Other disposal methods, yard sales, silent auctions, online auctions or live auctions may be used if approved by the Superintendent and the School Committee.

Adopted: 2017

Section E. Support Services

[EB](#) Safety Program

[EBA](#) Workplace Exposure Control Plan

[EBBA](#) First Aid

[EBBA-E](#) First Aid - Potassium Iodine Procedures

[EBC](#) Emergency Plans

[EBC-S](#) Policy On Covid-related Issues

[EBCD](#) Emergency Closings

[EBCFA](#) Face Coverings

[EC](#) Building and Grounds Management

[ECA](#) Building and Grounds Security

[ECAB](#) Vandalism

[ECABA](#) Identification (I.D.) Cards

[ECAF](#) Security Cameras in Schools

[EDC](#) Authorized Use of School-owned Materials

[EDC-E](#) Loan of School Equipment/Materials

[EEA](#) Student Transportation Services

[EEAA](#) School Bus Transportation

[EEAB](#) Disabled Student Transportation

[EEAB-R](#) Disabled Student Transportation Drop-Off Procedure

[EEAC](#) Student Behavior on School Busses

[EEAC-R1](#) Student Conduct on School Busses - Regulation

[EEAC-R2](#) Video Tapes on School Busses

[EEAE](#) Student Transportation in Private Vehicles

[EEAEA](#) Bus Drivers' Qualifications

[EEAEB](#) Vehicle Idling Reduction

[EFB](#) Free and Reduced Price Food Services

[EFDA](#) Charge and Collection of Payment for School Meals Policy

[EGAF](#) Cell Phones & Portable Communication Devices

EB - SAFETY PROGRAM

Every possible precaution will be taken to protect the safety of all students, employees, visitors, and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain; for example, to the school plant, special areas of instruction, student transportation, school sports, and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will be given in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent, or his designee, to see that appropriate staff members and others are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Legal Ref.: M.G.L. [71:55C](#)

Cross Ref.: [GBE](#) Staff Health and Safety

Revised: 1989

Reviewed: 2003, 2007, 2011

EBA - WORKPLACE EXPOSURE CONTROL PLAN

Introduction

In 1991, the Occupational Safety and Health Administration (OSHA) issued regulations applying to occupational exposure to blood-borne pathogens. Pursuant to MGL Ch. 149, section 6, the Massachusetts Division of Occupational Safety (DOS) is charged with enforcing health standards at all county and municipal workplaces. Although public sector workplaces in Massachusetts are not covered by OSHA standards, it is the policy of DOS that public sector employers comply with the same requirements.

Policy

- The Amesbury Public School District believes it is important to provide for the protection of all employees, especially those employees who by nature of their position within the district are occupationally at an increased risk for exposure to blood-borne pathogens. The following Exposure Control Plan (ECP) is provided to eliminate or minimize occupational exposure to blood-borne pathogens (BBPs) or other potentially infectious materials (OPIM).

I. Responsibility:

Implementation and compliance with the plan shall be the responsibility of all department heads who oversee work areas in which there is the potential for occupational exposure.

The ECP should be reviewed and updated at least annually and whenever necessary to reflect:

- New or modified task and procedures which affect occupational exposure
- New or revised employee positions with occupational exposure

This review will be conducted by the Superintendent, Nurse Leader, and Director of Operations, or their designees.

II. Exposure Determination in the School Setting:

In general, school employees incur a very low risk of exposure to body fluids. Job categories considered to be high-risk for exposure to BBP/OPIM:

Position	Tasks/Exposures
School Nurse	Direct Care for Illness/Injury, assistance to students with bleeding/OPIM
Principals/Asst. Principals	Combative Behavior/assistance to students with bleeding/OPIM
Custodians	Cleaning body fluid spills/Sharps removal/Disposal of regulated waste
Coaches/Physical Ed. Teachers	Assistance to students with bleeding/OPIM
Physical, Occupational, Speech Therapists	Cleaning Secretions
Special Needs Staff	Assistance to students with bleeding/OPIM
Playground Monitors	Assistance to students with bleeding/OPIM
Special Needs Van Drivers/Monitors	Assistance to students with bleeding/OPIM

III. Work Place Controls:

The Amesbury Public Schools will provide, whenever feasible, devices and procedures to eliminate or minimize employee exposure. Where risk of occupational exposure remains after institution of these controls, personal protective equipment (PPE) shall also be used.

The following engineering controls will be utilized as appropriate:

- Broken glassware or other sharp object will not be picked up by hand. A dustpan and broom will be used instead
- Red puncture-proof sharps containers will be readily available if there is the potential for dealing with needles and/or other sharps

The following work practices will be followed (as they apply to the school):

- Red puncture proof sharps containers are available in the health office for the disposal of needles and any other object that may be contaminated with bodily fluids and have the potential to puncture the skin
- Needles are NOT to be recapped, purposely bent, or broken in any way prior to disposal
- Personal Protective Equipment (PPE) will be provided at no cost to the employee. PPE will be chosen based on the anticipated exposure to blood/OPIM
- Disposable, single use non-latex gloves shall be worn when it can be reasonably anticipated that the employee may have hand contact with blood /OPIM
- Plastic bags will be used for fluid soaked items
- Cleaning of equipment, environmental and working surfaces will be completed immediately after contact with blood/OPIM
- School personnel are to notify custodial staff immediately upon discovery of any accidental blood or body fluid spill
- Food and drink shall not be kept in the refrigerators or freezers unless they are kept in closed containers so as to minimize exposure to contaminants

The following is information about personal protective equipment:

- Protective eyewear, disposable gloves, face masks and single use disposable resuscitation masks are available in the health office for use by health office staff when exposure to bodily fluids is anticipated

- All personal protective equipment (PPE) will be provided at no cost to employees of the school PPE will be chosen based on the anticipated exposure to blood or OPIM

Hand Washing - Proper washing requires the use of soap and water and vigorous scrubbing of hands for at least 20 seconds. If exposure occurs to hands, wash vigorously for 10 minutes; for mucus membranes flush with water or eye irrigation solution for 15 minutes. If soap and water are not immediately available, (i.e. field trip outings), antiseptic hand cleaner should be used. Skin must be washed with soap and water as soon as possible.

IV. Hepatitis B Vaccination

Upon hire into categories considered to be high risk for exposure to BBP, the employee will be provided with information as to how to receive the Hepatitis B vaccination. The employee will be referred to their private physician when Hepatitis B vaccine is not available free of charge to the school department. Contraindication to the vaccine include individuals who have had a serious reaction to baker's yeast (the type used in baking bread), or other vaccine component or who are undergoing immunosuppressive therapy.

V. Exposure Incident

An exposure incident is defined as unprotected eye, mouth, or other mucus membrane, non-intact skin, or parenteral contact with blood or OPIM that occurs during the performance of an employee's duties or tasks. When an employee incurs an exposure incident, it should be reported **immediately** to the school nurse. All employees who incur an incident will be offered post-exposure evaluation and follow-up conducted through Occupational Health/Anna Jacques Hospital

EXPOSURE PROTOCOL

1. When an exposure occurs, the employee shall perform immediate first aid to him/herself
2. The event should be reported immediately to the school nurse. If the exposure occurs at a school sponsored event outside of the regular school hours, the employee is to notify their immediate supervisor
3. The school nurse shall record information pertinent to the exposure. Information shall include, but not be limited to; date and time of the exposure, details of the procedure being performed at the time of the exposure, details about the exposure source if known, including identification of the source individual, route of exposure, medical status if known, and any other related information
4. An employee incident report is to be completed by the employee and given to the building principal who will forward a copy to both the Nurse Leader and Superintendent
5. The exposed employee must be directed to a healthcare professional at the time of the incident for evaluation and determination of post-exposure care and treatment

VI. Employee Training and Information

Employees shall receive training at the time of initial assignment to tasks where occupational exposure may occur, and it shall be repeated annually. This training will take place at the start of the school year through the district's online education program and will be offered during the normal work day.

New employees hired after the annual training in September will be directed by the building principal to the online program.

The training will cover the following:

- The OSHA/Massachusetts Division of Safety Standard
- A discussion of the epidemiology of blood borne diseases
- An explanation of the modes of transmission of blood borne diseases
- An explanation of Amesbury Public School's Exposure Control Plan
- The recognition of tasks that may involve exposure
- Proper hand washing technique
- An explanation of the use and limitations of methods to reduce exposure, (i.e. engineering controls, work practices and personal protective equipment)
- Name and qualification of person conducting training program
- Name and job title of those participating in program and proof of successful completion of post- test

The Nurse Leader will maintain documentation of all training and will inform each building principal of the level of participation of their respective staff.

References:

Occupational Exposure to Blood-Borne Pathogens: Implementing OSHA Standards in a School Setting. Caroline Champion, RN, MSN, C.S.N. National Association of School Nurses, August 1999

The Commonwealth of Massachusetts, Division of Occupational Safety, Model Exposure Control Plan To Prevent School Employees' Exposure To Bloodborne Pathogens.

U.S.Department of labor. Occupational Safety & Health Administration. Regulations (Standard - 29 CFR) Bloodborne Pathogens. - 1910.1030

Adopted: 2009

Reviewed: 2011

EBBA - FIRST AID

If an accident or sudden illness occurs, trained school personnel will initially administer first aid and, if warranted, call 911 for transport to a medical facility.

A definition of first aid is the immediate and temporary care given to a student, staff member, visitor or volunteer at the time of an accident, sudden illness or crisis until he/she can be returned to class, sent home, or provided with the services of a physician. It includes only those procedures that can be applied by medical/non-medical persons to save a life, prevent further injury, or to reduce suffering. When a staff member or student is injured or seriously ill, transportation decisions will be made by the school nurse.

Procedures for First Aid

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. No child who is ill or injured will be dismissed without parental approval.
4. In extreme emergencies, the school nurse, school physician or principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian, or emergency contacts listed on the emergency card in advance if possible. A member of the school staff will accompany the student for emergency services to advocate for the student. They will stay with the student until a parent/guardian arrives.
5. The teacher or other staff member to whom the child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident within 24 hours. This will be required for every accident for which first aid is given.
6. All accidents to students, staff members, visitors or volunteers requiring hospital care will be reported to the Nurse Leader by the end of the school day. Accident reports will be completed and sent to the Superintendent within 24 hours per insurance requirements.

Legal refs.: M.G.L. [71:55A](#); [71:56](#)

Revised: 1989; 2003; 2008

Reviewed: 2007; 2011

EBBA-E - FIRST AID - PREPARATION AND DISTRIBUTION OF POTASSIUM IODIDE PROCEDURES

Background

Upon recommendation of the Massachusetts Department of Public Health and the Massachusetts Emergency Management Agency, Amesbury Public Schools has agreed to maintain an appropriate amount of Potassium Iodide (KI) tablets for administration to students and employees in the event of a nuclear emergency during school hours. This policy delineates the process for preparation, storage and distribution in the event of a nuclear emergency. All efforts will be made to administer the Potassium Iodide in a timely manner, however prompt evacuation is of the utmost priority.

Definitions

At the request of the Massachusetts Department of Public Health Radiation Control Program, the following terms have been applied and defined for the Amesbury Public Schools:

Designated Individuals: Amesbury Public School staff who will be responsible for administering the KI to students: teachers and Crisis Response Team Members. Designated Individuals may need to administer KI while in school or at the designated reception center (Methuen).

KI Recipients: Amesbury Public School students who have written parent/guardian informed consent on file to receive KI. All staff members present in the building (certificated, paraprofessional, custodial and grounds and food service personnel) are considered KI Recipients. Staff members KI will be available in the designated area for each building.

Notice to Administer KI: If conditions warrant, public health officials will make the recommendation to administer KI. The recommendation will be made by the Commissioner of the Massachusetts Department of Public Health or his/her designee. The notification of the recommendation to school officials to administer KI will be disseminated through the normal channels of communications that have been established in state/local plans.

KI Storage Location: A cabinet marked "KI" in the designated office. Access to this cabinet is restricted to the school nurse, Crisis Response Team members and designated individuals only.

KI Envelope: A manila envelope for each classroom or instructional area containing:

- A complete classroom listing of all students to receive KI.
- One (1) KI tablet for each registered student who has parent/guardian consent on file in the nurse's office to receive KI. One (1) KI tablet is for each staff member assigned to that classroom or area.
- A green permanent marker to mark each student's hand with a "K" if KI is administered.
- KI Information Sheet

KI Administration Site: The individual classroom or instructional area. The evacuation of the school population may not have begun, be in progress, or be complete at the time that the recommendation to administer KI is made by the State and/or local Department of Health. Therefore it is essential the KI kits accompany the student body at the time of evacuation if the

order to administer has not yet been issued. Administration may be ordered at the reception site.

Policy for Preparation of Potassium Iodide

1. A box marked "For Nuclear Emergency Use Only" will be issued to Designated Individuals at each building at the first staff meeting of the school year. The box will contain water, cups, applesauce and spoons (for students who may have difficulty swallowing pills).
2. At the beginning of each school year, the school nurse will provide information to the designated individuals in his/her building on the distribution of potassium iodide in the event of a nuclear emergency.
3. At the beginning of each school year the Parent/Guardian Informed Consent for Potassium Iodide Administration During School Hours Form (Attachment A) will be given to each parent/guardian to complete and return to the school nurse. This form is part of the School Emergency Cards. If there is no informed consent on file, KI will not be administered to the student in the event of a nuclear emergency. For students entering during the school year, the consent form will be included in the registration materials completed at the time of enrollment.
4. Upon receipt of the parent/guardian consent forms the nurse will:
 - Prepare an 11x15 manila envelope with the appropriate number of KI tablets for each student in the classroom/area who have parent/guardian consent to receive KI. Place additional tablets in the envelope for teachers, aides and other support staff assigned to the classroom/area. Include manufacturer's fact sheet.
 - Secure the student list for each classroom/area to the manila envelope.
 - Write the total number of tablets contained in the envelope in the upper left hand corner of the envelope.
 - Place the manila envelopes in the designated Potassium Iodide cabinet.
 - Complete KI Distribution Route Plan.
 - Prepare a master list of students who are to receive KI.
 - Place the KI Distribution Plan, master list and a pencil in the transparent sleeve on the inside of the Potassium Iodide medication cabinet.
 - Give a copy of the names of students who are to receive the KI to the designated data entry person for input into the administrative computer program.
5. The nurse will update the classroom/school KI administration lists when students are admitted/transferred/withdrawn from the school.

Procedure for distribution of Potassium Iodide (KI)

1. Upon notification of **ALERT** status, the building principal will call Crisis Team to the office and prepare for the distribution of the KI envelopes.
2. Students will be instructed to return to homerooms/home base.

3. Upon notification by the principal, KI packets will be distributed to classrooms.
4. The school nurse will begin preparations for evacuations as per Crisis Plan.
5. Upon receipt of the KI packet the teacher will:
 - Check Packet for student list, KI tablets, and Green marker.
 - Review list of students who will receive KI.
 - Retrieve water and cups from their storage area.

Please note: Administration of KI may or may not take place at school and may be ordered to be administered at the reception site.

6. The teacher will distribute one (1) KI tablet per student on the list and one (1) tablet each to themselves and support personnel in the classroom/area.

Please note: if after ingesting the tablet shortness of breath, rash or swelling is noted alert office immediately to contact school nurse. If at all possible transport to health office.

7. After giving the KI tablet the teacher will mark that student's hand with a "K" using the green permanent marker.
8. The teacher will take the class list, health concerns list, evacuation plan & KI list with them to the evacuation site.
9. In the event that the order to evacuate comes in advance of distributing the KI envelopes, Crisis team will bring them to the Evacuation site.
10. If during the process of administering KI evacuation is recommended, distribution should continue at evacuation site and teacher should bring all supplies with her and evacuation will take priority.

Potassium Iodide Recovery and Return

1. Once public officials determine it is safe to return to school KI manila envelopes should be returned to the Health Office.
2. A post-event evaluation will be conducted as specified in the School Emergency Response Plan.

Approved: 2003

Reviewed: 2011

Revised: 2007; 2008

EBC - EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to [Section 1 of Chapter 71](#).
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Legal Ref: M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

Section 7 of Chapter 284 of the Acts of 2014

CROSS REF.: [EBCD](#), Emergency Closings

JL, Student Welfare

[JLC](#), Student Health Services and Requirements

SOURCE: MASC August 2015

Adopted: 2015

EBC-S - POLICY ON COVID-RELATED ISSUES

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and
- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the "back to school plan," and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the "back to school" plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The "back to school" plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- o ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- o provide the most effective educational services as possible to students under the circumstances;
- o authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- o conduct the district business and operational functions of the district as efficiently as possible;
- o allow the superintendent and staff to act quickly to carry out a "back to school" plan and,
- o facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools (File [JCA](#))

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File [IC/ICA](#))

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File [IIB](#))

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File [JH](#))

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File [IC/ICA](#) and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File [IKE](#))

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File [IKE](#))

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements. **DUPLICATE STATEMENT IN SPECIAL EDUCATION**

- Special education (File IHB, IHBA, [IHBAA](#), IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File [JIC](#), [JK](#))

The "back to school" plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these "back to school" plans provisions for students were disciplined or suspended or who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File [GCA](#))

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, [JLC](#), JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File [JRA](#))

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the "back to school" plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File [IHBG](#) (temporary), home-bound instruction File IHBf (e.g., students with physical disabilities) and remote instruction for students in quarantine

The "back to school" plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File [JH](#) and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File [KI](#))

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contact tracing (File JLCC)

Subject to the provisions of the "back to school" plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File [EEA](#), [EEAA](#), EEAEC, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP's that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district "back to school" plan.

- Operations and plant maintenance (File [EC](#), [ECA](#))

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

SOURCE: MASC - July 2020

Approved: October 2020

EBCD - EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. If conditions affect a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following relating to the fundamental concern for the safety and health of the children.

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of school difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with school department expectations for reporting for work.

The School Committee recognizes the importance of notifying the town government when an emergency occurs. In accordance with MGL 71:4&4A, and in an effort to strengthen this communication, the School Committee Chair will notify the Municipal Council in writing of such emergency developments when its assistance is needed. Beyond this, the School Committee Chair may notify the Municipal council in writing about all other school emergencies.

Legal Refs.: M.G.L. [71:4](#); [71:4A](#)

Cross Reference: [EBC](#), Emergency Plans

Adopted: 1989

Reviewed: 2001; 2002; 2003; 2011

Revised: 2007

EBCFA - FACE COVERINGS

The Amesbury Public School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to returning students to a full-time classroom learning experience.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, using the guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the District has established the following requirements which will remain in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing.
- is unconscious.
- in incapacitated.
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required:

- during mask breaks.
- while eating or drinking.
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

Should a school building's population including students, staff, and faculty, reach an 80% fully vaccinated rate, then the School Committee may choose to lift the mask mandate for all fully vaccinated individuals in that school building. All unvaccinated individuals will still be required to wear masks in all Amesbury Public School buildings, per policy.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building administration will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

Guidance Statements

Massachusetts Department of Public Health

<https://www.mass.gov/doc/updated-advisory-regarding-masks-and-face-coverings-july-30-2021-0/download>

Center for Disease Control and Prevention - Guidance for Covid-19 Prevention in K-12 Schools Updated August 5, 2021 -

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Center for Disease Controls - Guidance for Covid-19 Prevention on Public Transportation

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>

Massachusetts Department of Elementary and Secondary Education - Fall 2021 Covid-19 Guidance

<https://www.doe.mass.edu/covid19/on-desktop/2021-0730fall-2021-covid19-guidance.pdf>

SOURCE: MASC - August 10, 2021

Adopted: December 6, 2021

EC - BUILDING AND GROUNDS MANAGEMENT

The Superintendent is responsible for overall maintenance and security of all school buildings, equipment, and grounds. He/she will work with the facilities director to ensure proper management of buildings and grounds.

Within each school, the building principal will work with the facilities director to ensure proper management of buildings and grounds.

PLANTINGS ON SCHOOL GROUNDS

All plantings (trees, shrubs, ornamental flower beds, etc.), must have the approval of the Amesbury School Committee prior to planting.

Process:

1. A written description of the plantings along with a diagram of the proposed placement of the plantings must be submitted to the facilities director. The facilities director will then make a recommendation to the School Committee.
2. A program for the upkeep and long-term maintenance of these plantings must also be part of the plan.
3. Proposed trees and shrubs shall not include anything that is forbidden by the Massachusetts Invasive Plant Advisory Group. Examples include; burning bush, Norway maple, bitter sweet, burberry and carpet vine. For a complete, up to date list, please visit www.mnla.com.

Requirements:

1. No tree or shrub shall be planted within 10 feet of any building foundation, sidewalk or tennis court.
2. Ornamental flower beds shall need to be lined with weed fabric. The use of crushed stone, rather than bark mulch, is preferred for insect control and maintenance.
3. All plantings shall not impede the mowing of grass by the maintenance department.
4. The School Committee reserves the right to remove any plantings that pose a health and/or maintenance issue.

Legal ref.: M.G.L. [71:68](#)

Adopted: 1989

Reviewed: 2003; 2007; 2011

Revised: 2002; 2008

ECA - BUILDING AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

Adopted: 2000

Reviewed: 2002; 2003; 2007; 2011

ECAB - VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly. The School Committee will support various programs aimed at reducing the amount of vandalism.

Staff members and students will cooperate with the School Committee and the Police Department by reporting any incidents of vandalism to property under control of the school department, and the name or names of persons believed to be responsible. Citizens of the town are urged to cooperate as well. Each employee will report to the principal of the school every known incident of vandalism and, if known, the names of those responsible.

The Superintendent is authorized to seek and execute a criminal complaint and to press charges against perpetrators of vandalism to school property, or to refer such complaints to the appropriate authorities for prosecution.

Parents and students should be aware that the civil liability of parents for acts of vandalism committed by their children (age 7 through 18) may be imposed to the full extent of the law.

Legal ref.: M.G.L. [71, s37H1/2](#)

Adopted: 1989

Revised: 2002, 2003, 2007, 2011

ECABA - Identification (I.D.) Cards

In accordance with the school committee policy to provide a safe and secure learning environment, all school personnel, Amesbury High School students, and the Amesbury School Committee will be issued picture identification cards by the administration. A goal will be to have all cards similar and of the same color for identification purposes.

The I.D. card must be carried at all times on school property. It will be used for purposes of identification, attendance, bus transportation, access to supplies and materials, library, etc. It may be requested by administrators, teachers, counselors, security persons, monitors, bus drivers, supervisors, custodians, or other school personnel. Adult I.D. cards must be visible at all times.

Failure to carry and present the I.D. card when requested may result in disciplinary action.

The initial card will be given to each recipient without charge. It is the responsibility of the recipient to maintain the card. Replacement of lost or damaged cards will be covered under the student handbook regulations.

Adopted: 2000

Reviewed: :2011

Revised: 2002; 2003; 2007

ECAF - SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

Adopted: August 2015

EDC - AUTHORIZED USE OF SCHOOL-OWNED MATERIALS OFF SCHOOL PROPERTY

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Permission to use school equipment may be granted by the business administrator and/or building principal, or his designee, upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extra-curricular activities.

Proper controls, including documented release forms, will be established by the Superintendent, with School Committee approval, to assure the user's responsibility for, and return of, all school equipment and to cover any potential liabilities that might be incurred by all parties involved. Such forms will be kept on file within the appropriate school buildings and shall be subject to review by the School Committee.

Adopted: 1989

Reviewed: 2011

Revised: 1995; 2002; 2003; 2007

EDC-E - LOAN OF SCHOOL EQUIPMENT/MATERIALS

Organization/Person _____

Activity _____

Equipment/Material Borrowed _____

Condition of Equipment/Material _____

Date _____ Date to be returned _____

The borrower understands that he/she is responsible for returning the equipment/ material in the same condition as when taken. Should that not be the case, and there be some damage to the equipment or material, the borrower shall repair or replace that equipment or material.

Signature Principal, or designee, Asst. Superintendent/Superintendent of Schools Date

Returned Equipment/Material Received by:

Signature _____

Equipment/Material Condition _____

Date _____

Reviewed: 2002; 2011

Revised: 2007

EEA - STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school busses, will comply with all applicable state laws and regulations, including but not limited to:

1. specifications for school bus design and equipment;
2. inspection of busses;
3. qualifications and examinations of bus drivers;
4. driving regulations;
5. small vehicle requirements, if applicable;
6. insurance coverage; and,
7. adherence to local regulations and directives as specified in bid contracts.

The Superintendent, and/or his designee, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

Legal refs.: M.G.L. [40:5](#); [71:7A](#), [B](#) & [C](#); [71:37D](#); [71:48A](#); [71:68](#); [71:71A](#); [71B:5](#); [74:8A](#); [76:14](#)

Adopted: 1989

Reviewed: 2003, 2011

Revised: 2002, 2007

EEAA - SCHOOL BUS TRANSPORTATION

Eligibility Guidelines

- Grades K to 6 students who reside outside 2.0 miles of their assigned school will be transported free of charge
- Grades K to 6 students who reside within 2.0 miles and all grade 7 through 12 students must pay a fee to ride the school bus
- In accordance with M.G.L. [71:68](#), families who are eligible for free and reduced meals will be transported free of charge

The standard of 2.0 miles shall be measured by the Geographical Information System (GIS) tool used by the City of Amesbury.

Fee Structure

Based on the above eligibility, *bus fees are to be determined by the School Committee before March 31st, annually.*

The School Committee reserves the right to revise fees as necessary.

After September 1st the cost of fees for families new to the district will be pro-rated from the first day their child rides the bus.

The following factors will be considered when allocating seats on a fee basis, if space is available, at the discretion of the Superintendent:

- Students living farthest from school will receive preference
- Siblings will receive preference, and
- Younger students will receive preference over older students

All decisions related to any of the foregoing matters will rest with the Superintendent of Schools

Exceptions to these guidelines may be made at the discretion of the Superintendent with input from the Amesbury Police Department. This will apply particularly to any student who must travel in a hazardous area, as deemed by the Superintendent and Amesbury Police Department, to and from school. These students will be transported regardless of the mileage limits listed.

Legal Refs.: M.G.L. [71:68](#)

Cross Refs.: [EEAB](#); [EEAC](#)

Revised: 2019, 2021

EEAB - DISABLED STUDENT TRANSPORTATION

The Amesbury School Committee authorizes the Superintendent, and/or his designee, to arrange transportation for those permanently and temporarily disabled students who attend public or special education programs in or outside of Amesbury.

Legal Refs.: M.G.L. [71B:8](#)

Adopted: 1989

Reviewed: 2002; 2003; 2011

Revised: 2008

EEAB-R - DISABLED STUDENT TRANSPORTATION DROP-OFF PROCEDURE

In the event that a parent/guardian or designated person is not at a student's designated drop-off location, van drivers are required to do the following:

1. Call the parent, using the home phone number provided on the van's schedule for the run. If there is no answer, the van driver must leave a message indicating that the student has been retained on the van and that the student will be returned to the school of origin when the van's route is complete.
2. Call the school of origin using the telephone number provided on the Important Phone Number list. Inform the school of origin that the student will be returned to the school when the van's route is complete.

If a student cannot be left at the designated address by the van driver, the school of origin is responsible for the student. The school of origin will contact the police department if no other family contacts are successful.

This procedure shall be used for all students K-5 unless a parent has requested otherwise. Dependent upon the needs articulated in the IEP, this procedure may be implemented for older special education students.

Legal Refs.: M.G.L. [71B:8](#)

Adopted: 2009

Reviewed: 2011

EEAC - STUDENT BEHAVIOR ON SCHOOL BUSESSES

The right of students to ride a school bus is contingent upon their good behavior and observance of established regulations.

The driver of a school bus shall be responsible for the safety of students while riding a bus both during the ride and while students are entering or leaving the vehicle. It is the bus driver's responsibility to notify the principal of the student involved in violation of the established regulation. The School Committee recognizes the right of principals to suspend bus privileges as a consequence of student misbehavior relating to bus transportation. If a student loses his/her bus transportation privilege, the transportation fee will not be refunded. Responsibility for transportation then rests with parents/guardians.

In the interest of supporting principals and bus drivers the School Committee authorizes the use of audio/video monitoring devices on school busses. Tapes from these devices may be used exclusively to aid in the investigation of incidents. Only those involved in the investigation, including parents, will have access to the tapes. Otherwise, all tapes will be erased within seven (7) school days of taping. Notification of the use of these devices will be included in student handbooks and/or in writing to parents/guardians.

In order to ensure the safety and welfare of student riders further, the Superintendent will provide a school safety program that will include the following:

1. Children will be instructed in the proper procedure for boarding and exiting a school bus and the proper and safe conduct while aboard;
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations;
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements; and,
4. Classroom instruction on school bus safety will be provided.

LEGAL REFS: M.G.L. c. [90:7b](#) as amended by c. [246](#) Acts of 1986

M.G.L. [90:1](#) et seq; [713:2](#); [713:7L](#)

Highway Safety Program Standard No. 17

Adopted: 1995

Reviewed: 2011

Revised: 2002; 2003; 2008

EEAC-R1 - STUDENT CONDUCT ON SCHOOL BUSES: REGULATIONS

Any student using school provided transportation shall be subject to appropriate regulations. School principals are required to establish specific rules and regulations that apply to their individual schools based upon School Committee policy. While individual or unique incidents of disruptive behavior may occur, the regulations related to student behavior, applicable to all student riders, which are expressly stated by the School Committee, include, but are not limited to, the following:

Procedures for Drivers, Administrators, and Parents

1. In case of misconduct on a bus, the incident will be reported to the school principal on the proper form. The school principal will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent of Schools. Based on the reported incident, the principal may suspend the individual student's bus privileges.
2. In case of repetition by the same student, the principal may suspend the student's transportation privileges until a conference with the student's parent/guardian is held to discuss the individual student's behavior.
3. If a satisfactory solution to the student's behavior, which provides for the safety and welfare of other student bus riders, cannot be reached, the student's transportation privileges may be terminated. Parents may appeal a decision to the Superintendent of Schools. The responsibility for transporting the student to school will then rest with the parent/guardian.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders.

Required Conduct Aboard the Bus

1. Riders must remain in their seats when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking and eating are prohibited.
5. Prohibitive disturbances include but are not limited to the following
 - Pushing or wrestling;
 - Annoying other passengers or disturbing their possessions;
 - Disturbing the driver;
 - Throwing objects within the bus or out of windows;
 - Climbing over seats;
 - Opening or closing windows;
 - Leaning out of windows;
 - Littering the bus; and
 - Any other disorderly behavior.
6. Parents will be held responsible for any defacing or damaging of the bus.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read.

Adopted: 1995

Revised: 2011

Reviewed: 2002; 2003; 2008

EEAC-R2 - VIDEO TAPES OF STUDENTS ON SCHOOL BUSES

Video taping of students on school busses has been authorized by the Amesbury School Committee to maintain and improve discipline and ensures the health, welfare and safety of students, staff and bus drivers on school transportation vehicles. The following regulations pertain to videotapes:

Videotapes of students on school busses are confidential. Tapes will be viewed only when the following conditions exist: behavioral, health, welfare or safety issues involving a student, and or, a bus driver are disputed. When there is a request from an educator, parent or guardian, or bus driver/company to see a tape for appropriate reasons, the viewing shall take place at the office of the Superintendent of Schools in the presence of the Transportation Coordinator or the Superintendent of Schools. The bus company may have a representative present. The Coordinator or Superintendent must approve other locations in advance. The intent of viewing tapes is to observe a given incident in order to solve the problem. Requests for viewing a tape must be received within five (5) days of the recording. Viewing will be arranged within three (3) days of the request. The Superintendent reserves the right to deny a request when, in his judgment, the request does not follow the necessary conditions established for viewing a videotape. A written record will be kept of each viewing. Such record will include the date of the incident, the date viewed, the reason for viewing, and those present.

As the property of the School Committee tapes will be stored in a secure location approved by the Superintendent of Schools. Video recordings held for review of an incident shall be maintained in their original form pending resolution. The tape will then be either released for erasure or retained as necessary as part of the student's behavioral record in accordance with established school procedures. All tapes, other than those needed in disputed incidents, shall be erased after seven (7) days.

Video recordings remain the property of the school department and may be reproduced in accordance with applicable laws and only with the Superintendent or Coordinator's approval.

Adopted: 1995

Reviewed: 2002; 2003; 2008; 2011

EEAE - STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School busses/vans will be used for the transportation of students participating in curricular or co-curricular activities. The Amesbury School Committee discourages the use of private vehicles for the transportation of students, however, in the event it becomes necessary, all of the following conditions must be met:

1. The activity has the approval of the Principal
2. The owner of the vehicle being used in transporting students must submit a signed statement of personal liability insurance coverage on the vehicle in the amount of \$100,000 - \$300,000, or more, with the Principal
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect
4. Absent parent's written permission, no student will be released at anytime during the activity to another adult for the purposes of transportation in a private vehicle

Adopted: 1989

Reviewed: 2011

Revised: 2002, 2003, 2008

EEAEA - BUS DRIVER QUALIFICATIONS

The school committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles. All drivers employed by outside vendors who drive school transportation vehicles are required to fill out an Amesbury Public Schools CORI form on a yearly basis.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have satisfied all requirements of federal and state laws as well as the policies of the transportation company will be permitted to drive school busses.
4. The contractor will furnish the school committee with a list of names of drivers and their safety records for the last three years.
5. In case of any change of bus drivers, the contractor will notify school officials within five (5) calendar days.

LEGAL REFS.: Highway Safety Program Standard No. 17;

M.G.L. [90:7B](#); [90:8A](#); [90:8A 1/2](#)

Adopted: 1995

Reviewed: 2011

Revised: 2002: 2008

Reviewed: 2003

EEAEB - VEHICLE IDLING REDUCTION

Idling vehicles pollute the air and present several health and environmental hazards. Gasoline and diesel vehicles produce carbon monoxide, carbon dioxide, volatile organic compounds (VOCs) and oxides of nitrogen (NOx). Carbon monoxide causes respiratory distress and in high concentrations can be lethal; carbon dioxide is a primary contributor to global warming; and VOCs and NOx and form ozone, ground-level smog and impair lung function. In addition, diesel exhaust contains fine particulate matter, which the U.S. Environmental Protection Agency has designated as a likely carcinogen. The elderly, chronically ill and children are all particularly vulnerable to these health effects because their lung function is respectively decreased, impaired or still in development.

In addition, Massachusetts General Law (MGL Chapter 90, Section 16A) and the Massachusetts Department of Environmental Protection (DEP) idling reduction regulation (310 CMR 7.11(1)(b)) both prohibit unnecessary vehicle idling by stating that the engine must be shut down if the vehicle will be stopped for more than five minutes. Exemptions include: 1) the vehicle is being serviced and the idling is required to repair the vehicle; or 2) the vehicle is making deliveries and needs to keep its engine running (to power refrigerators, for example); and, 3) the vehicle's accessory equipment needs to be powered, such as a fork lift or a truck's rear dump bed, or a wheelchair lift in a bus or van.

In order to reduce the health and environmental effects of vehicle exhaust, comply with the state's idling reduction regulation and law, and decrease our use of fuel by reducing unnecessary idling, the following actions shall be implemented to the maximum extent practicable:

The school system will make idling reduction a common practice by inserting the law and this policy into all future contracts with bus vendors, place signs in appropriate school spaces, and inform the community of our standards through school-based discussions, school committee meetings, and our website.

Legal Refs: MGL Ch.[90, §16A](#), DEP 310 CMR [7.11](#)(1)(b)

Adopted: 2010

Reviewed: 2011

EFB - FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals and reduced price meals.

When an application for free or reduced price lunches has been denied by the proper school authorities, the following hearing procedure under which a family can appeal that decision shall be in effect as follows:

1. The family may make a simple written or oral request for a hearing at the office of the Superintendent;
2. The family may be represented by an attorney or any other person of choice, if they so desire;
3. The family (and its representative) may have access to all documents and records that support the decision under appeal;
4. The hearing shall be held with reasonable promptness and convenience to all parties, especially the family, and adequate notice of the time and place of the hearing shall be given to all parties;
5. The family shall be given every opportunity to present its evidence and arguments without undue interference;
6. The family shall have every opportunity for cross examination of any testimony given or refutation of any evidence presented;
7. The hearing shall be conducted by the Superintendent (or designee) but shall not be conducted by the school official who made the original determination of eligibility;
8. The decision of the official conducting the hearing shall be based solely on the oral and documentary evidence presented at the hearing and made a part of the hearing record;
9. The family and any designated representative shall be notified in writing of the decision of the hearing official;
10. A written record will be prepared with respect to each hearing, which shall include the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official, including the reasons therefore, and a copy of the notification to the family of the decision of the hearing;
11. Such written record of each hearing shall be preserved for a period of three years and shall be available for examination by the family or its representative at any reasonable time and place.

If a challenge or correctness of information contained in an application or of the continued eligibility of a child for a free or reduced price meal is made on the part of the school food authority, the children shall be provided free or reduced price lunches until a final determination is made.

Legal Refs.: M.G.L. [15:1G](#)

Adopted: 1989

Reviewed: 2002; 2003; 2011

Revised: 2007 -

EFDA - CHARGE AND COLLECTION OF PAYMENT FOR SCHOOL MEALS POLICY

I. PURPOSE/POLICY:

The Amesbury Public Schools recognizes that healthy, nutritious meals are an important component to student readiness and ability to learn. The District is committed to providing nutritious meals to all students who wish to purchase a meal or are eligible for a free or reduced price meal per the regulations of the National School Lunch Program. Parents are responsible for either providing their children with meals, applying for free or reduced price meals when appropriate, or providing adequate funds for their child to purchase a meal.

The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department and eventually on the general fund budget. The goals of this policy are:

- To establish a consistent district policy regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students and parent/guardians to the maximum extent possible.
- To establish policies that are age appropriate.
- To encourage parent/guardian to assume responsibility of meal payments and to promote self-responsibility of the student.

II. SCOPE OF RESPONSIBILITY:

The Food Service Department: Responsible for maintaining charge records and notifying the School District (School Principals and Business Manager) of outstanding balances. The Food Service Department is also responsible for notifying the student's parent/guardian of outstanding balances.

The School District: Responsible for supporting the Food Service Department in collection activities.

The Parent/Guardian: Immediate payment.

III. ADMINISTRATION:

1. Free and Reduced Lunch Students

- a. Free Lunch Status Students will not be allowed to have a negative account balance. Free lunch status allows a student to receive a free meal every day. A la Carte items are not part of the USDA program and must be purchased separately.
- b. Reduced Lunch Status Students at the elementary and middle school will be allowed to have a negative account balance up to a maximum dollar equivalent of five (5) reduced price meals which will be known as the "account cap". High school students will not be allowed to have a negative account balance.

2. All Other Students:

- a. Elementary and Middle School Students: will be allowed to charge up to a maximum dollar equivalent of five (5) meals which will be known as the "account cap".
 - (1) These meals will include anything on the menu;
 - (2) Notices of deficit balances will be sent to parents/guardians at regular intervals during the school year;
 - (3) When the student reaches the "account cap" they will only be offered the standard reimbursable lunch being served that day; no A la Carte items will be sold to the student until the meal account is paid in full.
 - (4) The lunch served will be charged to the student's lunch account at the applicable rate. The meal will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement.Parents/Guardians are responsible for payment of these meals to the Food Service Program; and
 - (5) Once the student reaches the maximum meal charge, no a la carte items will be sold to the student until the account is fully paid.
- b. High school students will not be permitted to have a negative account balance.

3. Balances Owed:

Balances may be checked at any time by logging into <https://www.myschoolbucks.com> system or by emailing the Food Service Director. All accounts must be paid by the end of the school year. In addition to the regular notices sent home during the school year, a balance due notice will be sent home approximately two (2) weeks prior to the end of the school year.

- a. Checks returned for Non-sufficient Funds (NSF): When a check is returned for "NSF", a letter will be mailed to inform the parent (s) along with the appropriate penalty fee, pursuant to Massachusetts General Law Chapter [60, Section 57A](#). Payment must be made within (10) days of the letter. When the NSF notice is received, the Food Service Director will deduct the check amount from the account of the student(s).
- b. The school district will make all reasonable attempts to recover outstanding balances including, but not limited to:
 - Phone calls to parent/guardians
 - Notifications sent home with the student(s)
 - Letters mailed to the home of the student(s)

Balances Owed with no response from Parent/Guardian: If the amount owed is not received, the Superintendent or his/her designee may take one or more of the following actions:

- (1) Delay the issuance of report cards, transfer cards, and class assignments until payment obligations are met.

(2) Prohibit participation of the student from participating in any fee based program until or unless outstanding balances are paid.

(3) Prohibit student participation in senior activities or graduation exercises or receipt of diploma.

(4) Referral to small claims court and/or District Attorney's Office.

c. In the event that a lunch owed balance reaches the threshold, specified under section 2(a) above, the student services/guidance department will be notified for appropriate follow up.

4. Fiscal Year End:

At the first of June, the Food Service Department must begin the process of closing out the fiscal year and reconciling all accounts. As a result, the point of sale system will be blocked from accepting deficit account balances, included the account cap limits.

a. Parents/Guardians will be sent a written request for "Payment in Full". The payment requests will be mailed to the home address on file.

b. All charges not paid before the end of the school year must be dealt with through the General Fund budget, pursuant to new USDA federal regulations. This burdens the general fund budget and affects its ability to fund teachers, instructional supplies, and other expenditures necessary to operate the school district.

c. Seniors must pay all outstanding balances before receiving their cap and gown.

5. Other Matters:

All school cafeterias possess computerized point of sale/cash register systems that maintain a record of all monies paid and deposited for each student. Said record will be made available to the parent upon request. The Food Service Department shall inform parents that meals can be paid in advance to mitigate outstanding balance issues and to assure that their child's account has sufficient funds to minimize the possibility that their child may be without meal money on any given day.

If a student is without meal money on a consistent basis, the Principal will investigate the situation, including contacting the parent/guardian to bring money to the school and/or encouraging the parent to apply for free or reduced price meals. If the situation continues the Principal will report it to the Superintendent for further investigation.

a. **Block on Accounts:** a parent may call the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or set dollar cap.

b. **Refunds:**

(1) Withdrawn Students: For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An email request is also acceptable.

(2) Graduating Students: Students who are graduating at the end of the year will be given a refund. Funds can also be transferred to a sibling's account with a written request.

c. **Unclaimed Funds:** All refunds must be requested within one year. Unclaimed funds will then become the property of the Amesbury Public Schools Food Service Program.

There will be no Adult Meal Charges allowed. Payment must be made at the time of purchase.

Legal References: 7 CFR 210, Office of Management and Budget Circular A-87

M.G.L. [Chapter 71, Section 72](#) - Sale of Lunches

M.G.L. [Chapter 71, Section 68](#) - Duties of towns to maintain schools; transportation of children; school building committee representation

M.G.L. [Chapter 71, Section 37K](#) - Business demonstration projects; disposition of proceeds

M.G.L. [Chapter 44, Section 69](#) - Municipal or district services, fees or charges; insufficient funds checks; penalty

M.G.L. [chapter 60, Section 57A](#) - Payment by check not duly paid; penalty

Adopted: 2018

AMESBURY PUBLIC SCHOOLS CIVIL RIGHTS STATEMENT SCHOOL LUNCH PROGRAM

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

- (2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider

EGAF - CELL PHONES AND PORTABLE COMMUNICATION DEVICES

The School Committee recognizes that today's society is different from previous generations. Cell phones and portable communication devices (PCDs) play an important part in employee and student safety and communications. Cell phones and PCDs are defined as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. The possession or use of cell phones and PCDs are prescribed for employees and students as follows:

I. Employees

- a. Employees of Amesbury Public Schools are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
- b. Employees who possess and use cell phones and PCDs in their official job functions will be provided a cell phone owned by the Amesbury Public Schools. The use of these units is for school business only. Any personal calls may be charged against the employee if the call causes a financial charge to the district.
- c. Administrators and designated employees who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school business/events.
- d. Employees who own a personal cell phone and/or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours.
- e. The school committee may review employee phone call records and charges for any school owned cell phone or PCD at any time.
- f. Taking photos, videos or any audio of anyone without their permission is prohibited.

II. Students

- a. Students may possess and carry cell phones and PCDs; however, these units must be turned off during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Please refer to building-specific policies as noted in student handbooks.
- b. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
- c. Students who violate this policy may face disciplinary actions by the administration. Additionally, cell phones that are used during the day may be confiscated. Repeated infractions may result in parent notification.
- d. Amesbury Public Schools will not be liable for any property not picked up within 2 school days.
- e. Taking photos, videos or audio of anyone without their permission is prohibited.

III. Public Meetings

- a. During all public meetings, any communication devices must be put in the "silent" mode. In case of an emergency interruption, an individual must excuse themselves from the meeting and communicate in a private location.

Adopted: 2004

Reviewed: 2007; 2011

Revised: 2010; 2012

Section F. Facilities Development

[FB](#) Facilities Planning

[FCB](#) Retirement of Facilities

[FE](#) Naming New or Existing Educational Facilities

[FE-E](#) Naming New or Existing Facilities App. - Exhibit

FB - FACILITIES PLANNING

School Building Committee

The City Council creates a School Building Committee for specific building projects. The Mayor appoints the School Building Committee members. These committees act as the administrative authority for the projects, subject to approval of various actions by the School Committee and City Council.

The School Building Committee has the following responsibilities:

1. To study and make recommendations to the City Council with respect to school building needs;
2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings;
3. To review previous studies and initiate needed studies with or without consultative assistance;
4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

Legal Refs.: M.G.L. [71:37C](#) and [D](#); [71:68](#); [71:70](#)

Mass. Bd. of Ed. Regs. Governing Sch. Bldg Assist. Act

Ch.645 of Acts of 1948, as amended FY79

Adopted: 1989

Reviewed: 2002; 2003; 2007; 2011; 2012

FCB - RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitation, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend which facilities appear to justify further analysis to the School Committee.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

- Age and current physical condition of the facilities, its operating systems, and program facilities
- Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
- Reassignment of children, including alternative plans
- Transportation factors, including numbers of children bussed, time, distance, and safety
- Alternative uses of the building
- Continuity of instructional and community programs
- Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use

Adopted: 1989

Reviewed: 2002; 2003; 2007; 2011

FF - NAMING NEW OR EXISTING EDUCATIONAL FACILITIES

Naming a facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a facility name. A name with educational significance or inspiration should be chosen. The Committee also feels that it is appropriate to name facilities for physical locations; geographical areas; distinguished local, state, and national individuals whose names will lend dignity and stature to the facility; or significant or pertinent events.

The Policy Subcommittee will review applications requesting the naming of a school facility. Policy Form [FF-E](#) must be completed and submitted to the Policy Subcommittee by a designated day and time of the committee's choosing. Once the deadline for applications has passed, the Policy Subcommittee shall meet to review submitted applications and make recommendation(s) to the School Committee.

Official naming or renaming new or existing educational facilities will require a majority vote of the School Committee.

Adopted: 1995

Revised: 2002; 2003; 2007; 2011; 2020

FF-E - NAMING NEW OR EXISTING EDUCATIONAL FACILITY APPLICATION

Date submitted: _____

Location To Be Named: _____

Proposed Name: _____

Please attach supporting data for this request to this form.

Person/Organization Requesting Name: _____

Policy Subcommittee Review Date: _____

School Committee Review Date: _____

Reason, If Disallowed: _____

Adopted: 1995

Revised: 2007

Reviewed: 2002; 2003; 2011

Section G. Personnel

[GBA](#) Equal Employment Opportunity

[GBCBC/JFCB](#) Promoting Civil Rights & Prohibiting Harassment, Sexual Harassment, Hazing,
Bullying, Cyber Bullying, Sexting, Discrimination & Hate Crimes

[GBCBD/JFCD](#) Sexual Harassment

[GBE](#) Staff Health and Safety

[GBEA](#) Staff Ethics / Conflict Of Interest

[GBEB](#) Staff Conduct

[GBEBC](#) Gifts To And Solicitations By Staff

[GBEBD](#) Online Fundraising and Solicitations - Crowdfunding

[GBEC](#) Drug-Free Workplace Policy

[GBED](#) Staff Drug and Alcohol Use

[GBGA](#) Staff Conflict of Interest

[GBI](#) Staff Participation in Political Activities

[GBJ](#) Personnel Records

[GBK](#) Tobacco Use On School Property By Staff Members Prohibited

[GBM](#) Staff Complaints & Grievances

[GCA](#) Employee Positions

[GCAAD](#) Athletics and Coaching

[GCBB](#) Employment Of Principals

[GCBC](#) Professional Staff Development Opport.

[GCF](#) Employee Hiring

[GCG](#) Substitute Professional Staff Employment

GBA - EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, creed, color, age, sex, gender identity, national origin, disability or sexual orientation. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

Legal Ref.: BESE Regulations 603 CMR [26.00](#)

Cross Ref.: [AC](#), Nondiscrimination

Adopted: 2012

GBCBC/JFCB - PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXING, DISCRIMINATION, AND HATE CRIMES

I. GOALS

The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

Additionally, students will be protected from being bullied by a member of the school staff, which includes, but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

II. GENERAL STATEMENT OF POLICY

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. 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 our School District. The District will also not tolerate retaliation against persons who take action consistent with this Policy.[2]

A. APPLICATION

This Policy applies to all sites and activities that the District supervises, controls, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function or program, at a school bus stop, on a school bus or other vehicle owned, leased or used by the District, or through the use of technology or an electronic device owned, leased, or used by a school district or school. The bullying policy applies to any 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 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 or materially and substantially disrupt the education process or the orderly operation of the school. It applies to all students, school committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students, and visitors to District schools. Nothing in this Policy, however, is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other authority, or in response to violent, harmful, or disruptive behavior, regardless of whether this Policy covers the conduct.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect and restore a sense of safety for the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

C. DEFINITIONS

The definitions of terms used in this Policy, including descriptions of conduct this Policy prohibits, appear in the "Glossary of Terms."

III. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. Complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, pregnant or parenting status, gender identity or expression, sexual orientation, physical appearance, physical, mental, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
3. Ensuring that (s)he does not bully another person;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

B. Each School Employee, Independent Contractor and School Volunteer is ALSO responsible for:

1. Responding appropriately when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. Cooperating with the District's efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes; and
3. Promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct.

IV. PROTECTION AGAINST RETALIATION

The District will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, or file a complaint or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

V. REPORTING AND RESOLUTION PROCESS

A. DESIGNATED OFFICIALS FOR REPORTING

1. In Each School Building

The school principal or the District's Equity Coordinator is responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity Coordinator, Lyn Jacques, 5 Highland Street, Amesbury, MA, 978-388-0507.

2. For the Central Administration

The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

B. REPORTING PROCEDURES

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred must promptly report the alleged incident(s) to a designated official.
2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to a designated official.
3. Any school community member may also report possible incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal, the District Equity Coordinator or to the Superintendent. Students or other persons may also make anonymous reports.
4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.
5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent.
6. All complaints or reports about a violation of this Policy must be documented on the District's "Reporting/Complaint Form". The form is available at the front office of each school and at the central office. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school principal (or designee) who receives the oral complaint or report will promptly prepare a written report, by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
7. On the District's Reporting/Complaint Form, the principal (or designee) will summarize any initial action taken and forward a copy to the District Equity Coordinator.
8. Reporting Sexual Abuse and Other Serious Criminal Conduct

a. General Laws Chapter [119, Section 51A](#), makes administrators, teachers, school nurses, guidance counselors and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under G.L. c. [119, Section 51A](#), a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the DCF.

b. The principal, Equity Coordinator and/or Superintendent will report certain forms of sexual harassment and conduct (i.e., unwanted sexual touching or sexual assault) that may constitute a crime to the local police.

c. The principal, Equity Coordinator and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, certain bullying conduct and other acts of a criminal nature to the local police for criminal investigation.

C. FILING A COMPLAINT OR REPORT

1. The complainant or reporter files a written complaint or report with a designated official, using the District's Reporting/Complaint Form, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.
2. A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete the District's Reporting/Complaint Form based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the Reporting/Complaint Form.

D. PROCEEDINGS

STEP ONE

1. The designated official will separately meet in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will talk about the formal process, explain the prohibition against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

STEP TWO

2. A designated official will conduct an investigation in accordance with the procedures described in Section E, Investigations.

STEP THREE

3. The designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.

4. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.

5. The principal, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent (if the subject of the complaint is an assistant principal or principal) or school committee (if the subject of the complaint is the superintendent) will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct, and state and federal law.

STEP FOUR

6. The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

7. If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.

8. **File Retention:** If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.

9. If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

10. Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

STEP FIVE

11. A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

12. The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

13. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

E. INVESTIGATIONS

1. **Prompt and Thorough Investigations:** The school or District, through a designated official, in consultation with the District Equity Coordinator, will promptly investigate all reports or complaints of an alleged violation of this Policy (**even where the offender is unknown**), as set forth below. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. No complaint is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a target and the rights of a wrongfully accused individual.

2. **Emergencies:** School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

3. **Opening Investigations:** Upon receipt of a report or complaint, a designated official, in consultation with the District Equity Coordinator, will promptly undertake an investigation or authorize a third party designated by the District or school to undertake an investigation.

4. **Investigative Procedure:** The designated official investigating the incident will gather and preserve evidence, and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or other acts of a serious criminal nature, the designated official will confer with the local police department or other law enforcement agencies prior to gathering or preserving evidence to determine if the incident requires law enforcement involvement. Until the designated official confers with the local police, however, s(he) will secure the evidence from contamination or removal. The investigation will generally consist of personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident or circumstances giving rise to the report or complaint. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances. The designated official should take notes during interviews, or prepare them soon thereafter, for the purpose of maintaining accurate records. The designated official will also generally review and evaluate any other information or document, including video recordings, voice mails, e-mails, instant messages, information regarding any prior incident(s) committed by the subject of the complaint, or any other item deemed relevant to the allegations.

5. **Communication During Investigation:** Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.

6. **Time for Investigations:** The designated official will complete his/her investigation as soon as practicable after (s)he receives the complaint or report.

7. **Ensuring Safety During Investigation:** The designated official, in consultation with the District Equity Coordinator, will take any step s(he) determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps for students may include, but are not limited to, ordering interim disciplinary action under the Student Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment, instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities, and monitoring compliance and reporting non-compliance of protective orders issued by a court. Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.

8. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.

9. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.

10. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

F. BASIS FOR DETERMINING WHETHER POLICY VIOLATED

A designated official, in consultation with the District Civil Rights Coordinator, will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.

G. CONFIDENTIALITY

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and its Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable and state and federal confidentiality laws and student record regulations.

VI. DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the District Equity Coordinator, concludes that the subject of the complaint has violated this Policy, the District will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies and state and federal law.

B. ACTION CONCERNING STUDENTS

Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the target; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations classes; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law. In appropriate cases, the District may contact law enforcement agencies or other state agencies.

Discipline for Students with Disabilities

The District will comply with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). Students who receive their education pursuant to an IEP may not be removed from his or her current placement for more than 10 school days without a determination as to whether or not the behavior that forms the basis of the disciplinary action is related to the student's disability. The District Director of Special Education will be notified regarding the discipline of any student with a disability. For more information regarding the discipline of students with disabilities please contact the Director of Special Education, Lynn Catarius at 978-388-0531.

Discipline for Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination. For more information on the discipline of students on 504 plans, contact the Equity Coordinator, Lyn Jacques at 978-388 0507.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment termination, supervision, training, and counseling.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with the District or school, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to District schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor's access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

The District will employ a variety of prevention and remediation strategies to maintain to the extent practicable a safe school climate conducive to learning, and ensure that all school community members assume responsibility for their behavior and its consequences.

H. ACTION CONFORMING TO LAW AND APPLICABLE CONTRACTS

Any disciplinary or corrective action taken for violation of this Policy will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal law, and District policies. The District will contact law enforcement agencies if and as appropriate.

VII. ADDITIONAL PROVISIONS

A. OVERSIGHT OF DISTRICT'S COMPLIANCE WITH POLICY

The District designates Lyn Jacques as the District Equity Coordinator who, under the supervision of the Superintendent, will ensure the successful administration of and compliance with this Policy. The District will post conspicuously in the central office and in each school the District Equity Coordinator's name and his/her mailing address, telephone number and email address. The District Equity Coordinator's responsibilities include:

1. Maintaining complaint and investigation records under this Policy and of Informal and Formal Proceedings;
2. Maintaining and regularly analyzing documentation of incidents of harassment, bullying, discrimination, retaliation, and hate crimes throughout the District;
3. Advising and assisting with and/or conducting investigations of complaints and reports of violations of this Policy;
4. Regularly assessing the need for and arranging training of school and District personnel and students on the requirements of and compliance with this Policy;
5. Assisting the Superintendent in regularly reviewing the effectiveness of the District's efforts to correct and prevent harassment, bullying, discrimination, retaliation, and hate crimes and proposing improvements in those efforts, consistent with 603 CMR [26.07](#) (1) & (4);
6. Ensuring that appropriate District and school officials are informed about violations of this Policy and the adequacy of the response;
7. Reviewing this Policy annually for compliance with state and federal law and updating it as necessary; and
8. Ensuring that s(he) and the District and school Title II, Title VI, Title IX and Section 504 coordinators are provided appropriate training to serve in this capacity and receive regular updates on changes in laws, regulations, policies and procedures concerning harassment, bullying, discrimination, retaliation, and hate crimes.

B. POLICY DISSEMINATION

1. At the beginning of each school year, the District will distribute this Policy to all school employees, provide a summary of the Policy to volunteers and independent contractors, and publicize the Policy within the school community.
2. The District and its schools will incorporate a summary of this Policy in the Student Handbook and in each school's code of conduct, and explicitly state that a violation of this Policy is subject to disciplinary action under the school's code of conduct. These documents will be provided to students, parents and guardians each year and will inform them of this Policy in the same manner that they inform parents and students of other policies. The Superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter [71, §370](#) of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.
3. The District will ask each student (if in grade 5 and over) and his/her parent or guardian to provide written confirmation that they received, read and understand the Student Handbook that includes a summary of this Policy, and agree to comply with the Handbook's provisions.
4. To the extent practicable, the District will translate a summary of the Policy into the non-English languages spoken at home by a significant number of parents or guardians of District students.
5. The District will post this Policy and a summary of the Policy on its District's website and conspicuously in each school building in areas easily accessible to students and staff.

C. TRAINING OF SCHOOL EMPLOYEES AND STUDENTS

1. The District will provide in-service training at least annually for all school employees, independent contractors, and school volunteers regarding the prevention and appropriate methods for reporting and responding to harassment, bullying, discrimination, retaliation, and hate crimes; their responsibilities under the Policy; requirements imposed by state and federal civil rights and education laws, including CMR [26.00](#); and the District's mission, goals and requirements under this Policy.
2. The District will provide education at least annually for all its students in the fifth through twelfth grades regarding how to identify, report and file a complaint or report under this Policy; their rights and responsibilities under civil rights and education laws; and the District's goals and requirements under this Policy. The District will also provide instruction at least annually to all students in kindergarten through fourth grade regarding how to identify and report harassment and bullying.
3. The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter [71, §370](#) and related guidelines issued by the Department of Elementary and Secondary Education.

LEGAL REMEDIES

Any school community member may also pursue legal remedies or other avenues of recourse, including filing a complaint with the Massachusetts Department of Elementary and Secondary Education (Problem Resolution System), at (781) 338-3700; the Massachusetts Office of Attorney General, Civil Rights Division, at (617) 727-2200; the Office of Civil Rights of the United States Department of Education, at (617) 963-2917, the Massachusetts Commission Against Discrimination, at (617) 994-6000 or the Equal Employment Opportunity Commission, at 1 800-669-4000; filing a civil lawsuit; or pursuing criminal prosecution.

GLOSSARY OF TERMS

AGGRESSOR

A student or staff who engages in bullying, cyberbullying, or retaliation.

BULLYING

Bullying, as defined in M.G.L.c. [71 & 370](#) is the repeated use by one or more students, or members of school staff, of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying. (See Student Code of Conduct for how the District addresses bullying not covered by this Policy.)

COMPLAINANT

A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

CYBER-BULLYING

Cyber-bullying is 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 (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

DISABILITY

A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (c) is regarded as having an impairment, or (d) has an individualized education program (IEP).

HARASSMENT

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, gender identity, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment. A single incident, depending on its severity, may constitute taking personal belongings, taunting, teasing, name-calling, or spreading rumors;

- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks);
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites;
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint).

HAZING

The term "hazing" shall mean any conduct or method of initiation, even if consented to, 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, but is not limited to, 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. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

SEXTING

Sexting is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

INDEPENDENT CONTRACTOR

Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

NATIONAL ORIGIN

A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

RETALIATION

Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

REPORTER

A person reporting an incident who is a third party and not the target of the alleged conduct that violates the Policy.

SCHOOL COMMUNITY MEMBER

Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

SCHOOL EMPLOYEE

Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

SCHOOL-RELATED ACTIVITY

Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility for students; or where students are using school transportation or are at a designated school bus stop.

SCHOOL VOLUNTEER

Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

STAFF

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

[1] Whenever this policy refers to any time frame, it shall mean as soon as practicable under the circumstances.

[2] **Any other conduct harmful to school climate and subject to discipline is governed by the Student Code of Conduct and other District policies.** This Policy only covers conduct directed at a target because of his/her race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability, or to bullying behavior. **See Glossary of Terms.**

[3] Where there is a felony complaint or conviction of a student involving reported or complained-of conduct in violation of this Policy, the principal of the school where the student is enrolled may decide to proceed under the requirements of General Laws Chapter [71, § 37H 1/2](#).

[4] Pursuant to state law, bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Legal Refs.: M.G.L. c.[71, §37H](#) & [37H 1/2](#)

M.G.L. c.[119, §51A](#)

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR 26.07 (1) & (4) & CMR 26.00

Replaces: JFCB/GBCBC & GBCBC/JFCB

Adopted: 2005

Revised: 2006; 2007; 2008; 2010; 2011; 2012; 2017; 2020

GBCBD/JFCD - SEXUAL HARASSMENT

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. 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 our School District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy.

The Amesbury Public School District prohibits sexual harassment of school district employees, applicants for employment, or students by any employee, student, or non-employee who conducts business with the school district. This policy applies to conduct during and relating to school, school sponsored activities, and school district business. The Amesbury Public Schools consider sexual harassment in the work and educational environment to be inappropriate and offensive.

Definition of Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, in any form such as e-mails, instant messages, sexting via cell phone or websites, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made, either expressly or by implication, a term of condition of any individual's employment or educational program;
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment or educational decision affecting the individual;
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive working or educational environment or of adversely affecting the employee's or student's performance, advancement, assigned duties or any other condition of employment, career development, or educational programs;
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, assignments, programs or activities available in the work environment or through the educational institution.

Examples of conduct which may constitute sexual harassment, whether committed by a supervisor, any other employee of the schools, student, or any non-employee doing business with the Amesbury Public Schools, include but are not limited to:

1. Leering, staring, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading description
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures via cell phone or any other electronic form (sexting) that disrupt the educational or work environment
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of a sexual nature of normal movements
8. Displaying sexually suggestive objects in the educational or work environment

Discipline/Consequences

Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in the sexual harassment of students may be subject to disciplinary action up to and including dismissal. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and District Equity Coordinator shall be disciplined appropriately.

The Amesbury School System's ability to discipline a non-employee will be limited by the degree of control that the Amesbury Public Schools has over the alleged harasser or employer of the alleged harasser.

Reporting Procedure/Investigation

1. The Amesbury Public Schools encourages and expects employees and students to report incidents of sexual harassment to their building principal and/or designee and the District Equity Coordinator for the Amesbury Public Schools, Lyn Jacques, 5 Highland Street, Amesbury, 01913, 978-388-0507.
2. Any building principal or designee who receives a complaint, verbally or in writing must notify the District Equity Coordinator within twenty-four (24) hours or within a reasonable extension of time thereafter for good cause.
3. No complainant shall be required to report an allegation of sexual harassment to the individual who is the harasser.
4. It may be possible to resolve an offensive situation informally without an extensive and involved investigation. However, any involved parties may request a formal investigation at any time. Based on the seriousness of the charge, the District Equity Coordinator may decide that a formal investigation is most appropriate to address the issues. Also, the informal procedure may be inappropriate for subsequent allegations of similar conduct by the same individual. Steps taken under this informal procedure will be documented by the District Equity Coordinator.
5. Upon receipt of an allegation of sexual harassment, an investigator will initiate an investigation into the complaint within forty-eight (48) hours.
6. The Amesbury Public Schools will designate specific employees at each school who are trained to investigate sexual harassment complaints. All complaints will be resolved within thirty (30) days.
7. Verbal reports of sexual harassment will be put in writing by the individual complaining or by the person who receives the complaint
8. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances

The investigation will consist of personal interviews with the complainant(s), the individual(s), against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether "alleged conduct" constitutes a violation of this policy, the Amesbury Public Schools shall consider the surrounding circumstances: the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

9. The complaint investigator will put his/her findings in writing and will forward a copy to the Title IX Compliance Manager within one week or a reasonable extension of time thereafter for good cause after concluding the investigation.

10. The investigator will communicate his/her findings to the complainant and the alleged harasser as expeditiously as possible.

11. Results may be indeterminate. If so, the matter will be recorded as unresolved and the record of the investigation will be maintained by the Amesbury Public Schools separate and apart from any student or personnel file.

Appeals Procedure

A party may appeal the Title IX Compliance Manager's decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Title IX Compliance Manager's decision will be reviewed to ensure adequacy of the investigations and conclusions. Parties will be given an opportunity to submit additional relevant information. The Superintendent will make a decision and provide it in writing to involved parties within thirty (30) school days.

Corrective Procedures

Upon completion of an investigation and substantiation of the alleged harassment the Amesbury Public Schools will take appropriate corrective action. Such action may include, but is not limited to, an apology, direction to stop the offensive behavior, counseling or training, warning, suspension, exclusion, expulsion, transfer, remediation, termination of employment.

Sexual Harassment

The Amesbury Public Schools district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal laws and Amesbury Public School policies.

The result of the Amesbury Public School's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the Amesbury Public Schools in accordance with state and federal laws regarding data or records privacy.

The result of the Amesbury Public Schools' investigation of each complaint filed under these procedures will be reported in writing to the alleged harasser by the Amesbury Public Schools in accordance with state and federal law regarding data or records privacy.

Retaliation

Any employee who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be subject to disciplinary action up to and including dismissal.

Any student who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of any complaint of sexual harassment will be subject to disciplinary action up to an including expulsion.

Any non-employee doing business with the Amesbury School District who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be disciplined subject to the extent that the Amesbury Public Schools has control over the non-employee or his/her employer.

Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Massachusetts Dept. of Elementary and Secondary Education, Massachusetts Commission Against Discrimination, Equal Employment Opportunity Commission, and the Office of Civil Rights of the U.S. Dept. of Education., J. W. McCormack, POCH, Room 222, Boston, MA 02109, telephone: 617/223-9662, initiating civil action or seeking redress under criminal statutes and/or federal law.

Sexual Harassment as Child Abuse

Under certain circumstances, alleged sexual harassment may also constitute abuse or neglect under M.G.L. c. [119 51A](#). If so, the requirements for mandatory reporters under that statute are not abrogated by this policy.

Legal Refs.: M.G.L. c. [71](#), [§37H](#) & [37H 1/2](#)

M.G.L. c. [119](#), [§51A](#)

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR [26.07](#) (1) & (4) & CMR [26.00](#)

Adopted: 1996

Reviewed: 2003; 2004

Revised: 2007; 2008; 2010; 2011; 2012; 2017

GBE - STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Prior to employment in the school system, new employees may be required to file with the superintendent's office a record of having passed a physical examination which may include a mandatory urine drug screen.

The superintendent may require an employee to submit a physical or psychological examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is needed to verify need for sick leave.

The Employee Assistance Program is a free, confidential, counseling referral resource program, available to all employees and their household members.

Additional immunization recommendations for staff including contracted employees:

- Tetanus booster every ten years;
- Hepatitis B series to all preschool employees, custodial staff and all others deemed necessary;
- MMR - At least one dose of MMR unless proof of disease or vaccine for any adult staff 18 years or older who was born after 1956;
- Hepatitis A for all food service workers.
- COVID-19 vaccination and boosters
- Seasonal Flu shot

Cross Refs.: [EB](#), Safety Program

[GBK](#), Smoking on School Premises by School Employees

Legal Refs.: M.G.L. [C71:55B](#)

Amesbury Retirement Board Examination Requirement

Adopted: 1989

Revised: 2003, 2022

Reviewed: 2008; 2011

GBEA - STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents/guardians, coworkers, and officials of the school district.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school district. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to them.

Every two years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the municipal or district Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [71:52](#); [268A:1](#) et seq.

(REPLACES GBG AND GBGA)

Adopted: 2022

GBEB - STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, and the procedures designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school district but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing procedures and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school district's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. [71:37H](#); [264:11](#); [264:14](#)

Adopted: 2022

GBEC - DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC March 2016

LEGAL REFS.: The Drug-Free Workplace Act of 1988

CROSS REFS.: [IHAMB](#), Teaching about Alcohol, Tobacco and Drugs

[JICH](#), Drug and Alcohol Use by Students

Adopted: 2016

GBED - STAFF DRUG AND ALCOHOL USE

The possession, use, delivery, transfer or sale of alcoholic beverages and/or controlled substances by staff while in school, prior to working at and during school-sponsored events or within a radius of 1,000 feet of school property is forbidden.

The Amesbury Public Schools' primary concern is with the effect of drug and alcohol use on the employee's job performance. For purposes of this policy, dependency is defined as an illness in which an employee's consumption of mood altering substances, repeatedly interferes with his/her job performance and/or adversely affects his or her health.

The administration will implement this policy in such a manner that no employee with a chemical dependency will have his/her job security or promotional opportunities affected either by the diagnosis itself or by the employee's request for treatment.

If the employee refuses to accept an examination by a qualified clinical specialist and/or refuses to accept treatment or fails to respond to treatment, and the result of such refusal or failure is that his/her job performance continues to be affected, it will be handled in the same way similar refusal or treatment failure would be handled. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

The confidential nature of the chemical dependency treatment will be preserved in the same manner as for all other medical records.

Legal Ref: PL 101-226:5145 Drug-free Schools and Communities Act

Amendments of 1989.

MGL c94c, S.31; c272, S40A

Adopted: 1991

Revised: 1993

Reviewed: 2002; 2003; 2008; 2011

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work;
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students;
3. Diligence in submitting required reports promptly at the time specified;
4. Care and protection of school property;
5. Concern for an attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

Adopted: 1989

Reviewed: 2002, 2003, 2008

GBEBC - GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents/guardians and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support.

However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes will be made among staff members except with specific approval from the Superintendent or School Committee. Whenever such solicitations are made, no pressure will be exerted to obtain contributions even though the drive is one that the School Committee has specifically approved.

SOURCE: MASC December 2012

Legal Ref: M.G.L. [268A:3](#); [268A:23](#); 930 CMR 5.00

CROSS REFS.: [KHA](#), Public Solicitations in the Schools

Adopted: 2022

GBEBD - ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation. The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Superintendent or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Principal the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Principal shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL [44:53A](#); [71:37A](#); [268A:3](#); [268A:23](#); Ethics Commission Advisory Opinion

EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest; [GBEBC](#), Gifts To and Solicitations by

Staff; [KCD](#), Public Gifts to Schools

SOURCE: MASC February 2018

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network.

Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

Approved 12.13.18

Revised: 2020

GBED - STAFF DRUG AND ALCOHOL USE

The possession, use, delivery, transfer or sale of alcoholic beverages and/or controlled substances by staff while in school, prior to working at and during school-sponsored events or within a radius of 1,000 feet of school property is forbidden.

The Amesbury Public Schools' primary concern is with the effect of drug and alcohol use on the employee's job performance. For purposes of this policy, dependency is defined as an illness in which an employee's consumption of mood altering substances, repeatedly interferes with his/her job performance and/or adversely affects his or her health.

The administration will implement this policy in such a manner that no employee with a chemical dependency will have his/her job security or promotional opportunities affected either by the diagnosis itself or by the employee's request for treatment.

If the employee refuses to accept an examination by a qualified clinical specialist and/or refuses to accept treatment or fails to respond to treatment, and the result of such refusal or failure is that his/her job performance continues to be affected, it will be handled in the same way similar refusal or treatment failure would be handled. Implementation of this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

The confidential nature of the chemical dependency treatment will be preserved in the same manner as for all other medical records.

Legal Ref: PL 101-226:5145 Drug-free Schools and Communities Act

Amendments of 1989.

MGL [c94c, S.31](#); [c272, S40A](#)

Adopted: 1991

Revised: 1993

Reviewed: 2002; 2003; 2008; 2011

GBGA - STAFF CONFLICT OF INTEREST

No employee of the School Department will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, since there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision or evaluation of an employee directly related to him/her.

Adopted: 1989

Revised: 2008

Reviewed: 2002; 2003; 2011

GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school district facilities, equipment or supplies; discuss their campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 55; [71:44](#)

Adopted: 2022

GBJ - PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school district, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of their own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include their written response in the file.
6. Lists of school district employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

SOURCE: MASC

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247

Title IV, as amended

88 Stat. 571-574 (20 U.S.C. 1232g) and regulations

M.G.L. [4:7](#); [71:42C](#)

Contract Refs: AFT

CONTRACT REF.: All Agreements

Adopted: 2022

GBK - TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.

Staff members who violate this policy will be referred to their immediate supervisor.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. [71:37H](#)

CROSS REFS.: [JICH](#), Alcohol, Tobacco and Drug Use by Students Prohibited

(MASC GBED RENAMED)

Adopted: 2022

GBM - STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences, reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administration level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. teachers and other school employees may appeal a ruling of a principal or other administrator to the Superintendent;
2. all school employees may appeal a ruling of the Superintendent to the Committee; except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.
3. all hearings of complaints before the Superintendent or Committee must be conducted in the presence of the administrator who made the ruling which is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply to "grievances" as defined in the particular contract.

Cross Ref: [CCB](#), Line & Staff Relations

LEGAL REFS.: M.G.L. [150E:5](#) and 8

Adopted: 1983

Revised: 1992; 2008; 2022

Reviewed: 2002; 2003; 2011

GCA - EMPLOYEE POSITIONS

All employee positions in the school system will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide appropriate staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, the Superintendent will present, for the Committee's approval, a job description for the position which specifies the job holder's qualifications and performance responsibilities along with the recommended salary range. When a vacancy occurs in an existing administrative position, the Committee reserves the right to re-evaluate the position and to re-establish or restructure the position's qualifications and performance responsibilities in conjunction with the Superintendent's recommendations.

The Superintendent will maintain a comprehensive set of job descriptions for all positions. All job descriptions for employee positions are available for review in the office of the Superintendent.

Adopted: 1983

Revised: 1983; 1992; 1995

Reviewed: 2002; 2003; 2008; 2011; 2022

GCAAD - ATHLETICS AND COACHING

It is the policy of Amesbury School Committee that all school athletics activities are an extension of the classroom.

1. The Committee concurs with the Massachusetts Interscholastic Athletic Association (MIAA) that athletic activities are intended to provide student athletes with "lifelong and life-quality learning experiences while enhancing their achievement of educational goals." The focus of athletic activities shall be on the development of our student athletic activities fully complement and support the philosophy and policies of the Amesbury Public Schools.
2. Participation in interscholastic athletics is subject to the policies of the Amesbury School Committee in accordance with the regulations of the MIAA.
3. Coaches are educators, role models, and leaders of students. Coaches shall fully abide by MIAA rules and regulations, provide instruction and criticism constructively, and communicate with players, parents, fellow educators, and all others in a respectful and professional manner.
4. The Amesbury Public Schools' athletic program is an integral part of the total educational experience of the school district. Its primary goal is to assist in the development of each student athlete's self-esteem, problem solving strategies, life-long health habits, and positive interpersonal skills. Coaches are representatives of the Amesbury Public Schools and shall work toward attainment of this goal at all times. All coaching positions will have an annual evaluation within a month after the season ends. All coaching positions will remain filled, contingent upon satisfactory evaluation and recommendation of the athletic director, building Principal, and/or their designee.
5. The athletic director, building Principal, and/ or their designee, will establish and publish procedures for:
 - a. applying for posted positions
 - b. interviewing and selecting candidates (utilizing parent and community member input when appropriate)
 - c. selection of coaches/advisors timetable
 - d. evaluation of coaches/advisors
6. All coaching positions will be posted at the end of the playing season, and the selection process of head coaches will be completed within two months of posting. Head coaches for fall sports will conduct interviews for all ancillary staff during the preceding summer. Subsequently, head coaches for winter sports will conduct interviews for all ancillary staff during the preceding fall, and head coaches for spring sports will conduct interviews for all ancillary staff during the preceding winter months.
7. Prior to the beginning of each athletic season, current proof of the following shall be provided:
 - a. A copy of current CPR/AED certification
 - b. An acceptable CORI report finding
 - c. A signed acknowledgement of receipt for Massachusetts Hazing Law
 - d. A signed acknowledgement of receipt for Mandated Reporter Law
 - e. Proof of successful participation in MIAANFHS Fundamentals of Coaching Course
 - f. Proof of successful completion of On-Line Concussion Course

Adopted: 2017

GCBB - EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under their direction.

SOURCE: MASC September 2016

LEGAL REF: MGL [71:41](#); [71:59B](#)

Adopted: 2022

GCBC - PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Amesbury Public School district is committed to providing professional development opportunities for all staff.

Opportunities for professional growth may be provided through such means as the following:

1. Planned inservice programs and workshops offered within the school system from time to time; these may include participation by outside consultants
2. Membership on curriculum development committees drawing personnel from within and without the school system
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other meetings
4. Leaves of absence for graduate study, research, and travel
5. Partial payment of tuition for approved courses.

The Superintendent, or his/her designee, will have the authority to approve or deny released time for conferences and visitations and reimbursements for expense, provided such activities are within budget allocations for the purpose.

Adopted: September 6, 1983

Revised: 1992; 2002; 2008; 2022

Reviewed: 2003; 2011

GCF - EMPLOYEE HIRING

The Amesbury Public Schools will attract, employ, and retain the highest qualified personnel for all positions. Hiring of the Superintendent, Business Administrator, Director of Special Education, school nurses and Attendance/Safety Officer is the responsibility of the School Committee.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, disability, pregnancy or pregnancy related condition.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee a representative screening committee may be established by the School Committee or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his recommendation to the School Committee.

Legal Refs.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#); [71:55B](#)

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR [7:00](#), [26.00](#), and [44:00](#)

NOTE: School Committees may determine the size and composition of the screening committee.

Adopted: 1983

Revised: 1992; 1993; 2002; 2008; 2011; 2012; 2022

Reviewed: 2003

GCG - SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The school district will employ as substitute teachers, to the extent possible, persons who meet the requirements for teacher appointments and will assign teachers substitute-teaching positions on the basis of their areas of competence. When the supply of potential substitutes in a particular subject area is too limited to meet school department needs, there will be active recruitment for substitutes in those areas. All substitute teachers will be expected to provide educational services. They will be provided with as much support as possible by building administrators and teachers.

The School Committee will set the daily rate of pay for substitute teachers, including extended-term substitutes. The latter will be granted such additional benefits as approved by the School Committee.

SOURCE: MASC

Adopted: 2022

Section I. Instruction

[IC/ICA](#) School Year/School Calendar

[IGD](#) Participation in School Activities By Students From Outside Schools

[IGDC](#) Student Events - Off Campus

[IGDE](#) Student Fundraising Activities

[IGDE-E](#) Student Fundraising Activities Form

[IHAMA](#) Parental Notification Relative to Sex Education

[IHAMB](#) Teaching About Alcohol, Tobacco, and Drugs

[IHBBA](#) Observation of Special Education Programs and Their Designess for Evaluation Purposes

[IHGB](#) Home Schooling

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[IIA](#) Course Recommendation Policy

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[IJNDB](#) Technology and Employee E-mail Policy

[IJOA](#) Field Trips

[IJOA-E1](#) Field Trips - Permission Slip - Under 18

[IJOA-E2](#) Field Trips - Permission Slip - Over 18

[IJOA-E3](#) Overnight Field Trips - Permission Slip

[IJOA-E4](#) Overnight Field Trips - Over 18

[IKE](#) Promotion and Non-Promotion of Students

[IKF](#) Graduation Requirements

[IKFA](#) Graduation Exercises

[IKFB](#) Conferring of Diplomas

[IKFC](#) Diplomas to Veterans and Others

[ILD](#) Student Submission to Educational Surveys and Research

[IMG](#) Animals in School

[INB](#) Teaching about Controversial Issues/Controversial Speakers

IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

"All public schools shall ensure that every student is scheduled to receive a minimum of 900 hours per year (elementary) or 990 hours per year (secondary) of structured learning time. Time which a student spends at lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student. The Amesbury School Committee considers the middle school under the secondary guidelines unless voted otherwise by the School Committee prior to the year of change."

Once approved by the School Committee, the school calendar will be made available at all schools and on the school department website.

Legal Refs: M.G.L. [15:1G](#); [69:1D](#); [71:4A](#); [71:37](#); [71:73](#)

Massachusetts Board of Education Regulations for Student Learning Time

Adopted: 1983

Revised: 1992; 1997; 2008

Reviewed: 2003; 2011

IGD - PARTICIPATION IN SCHOOL ACTIVITIES BY STUDENTS FROM OUTSIDE SCHOOLS

Students who reside in Amesbury but attend schools other than Amesbury Public Schools may participate in some after school activities.

Participation in after school activities and clubs may also include dances or other social events. Permission to participate must be requested and received in advance from the school principal.

Students from outside the school system are subject to the same rules and regulations. Failure to heed the designated school rules and regulations may result in a student being expelled from the activity or club.

Any such student may be allowed to participate in a club or activity if space permits. Preference will be given to students attending Amesbury schools.

Participation in athletics must be in accordance with the rules and regulations of the MIAA.

Adopted: 1992

Reviewed: 2011

Revised: 1997; 2003; 2008

IGDC - STUDENT EVENTS - OFF CAMPUS

Any official academic or nonacademic school activity may take place outside of school only after approval has been given by the appropriate school administrator. A detailed plan for the proposed activity should be submitted to the building principal for his/her approval prior to the scheduled event.

The principal shall be responsible for assuring that all necessary requirements are in place to insure the safety and well-being of the students. All such official activities shall be in compliance with existing School Committee policies, and state and federal laws and regulations. Faculty handbooks will include regulations and directions that reflect the above.

Revised: 1995; 1997; 1999; 2008

Reviewed: 2003; 2011

IGDF - STUDENT FUNDRAISING ACTIVITIES

The Committee acknowledges that many school groups seek to supplement school programs and activities by raising funds, through various activities, and donating them to the school system. While the Committee generally appreciates these endeavors, it is concerned about issues of safety and liability of schoolchildren representing an organization which solicits funds through sales or donations in the community. The Committee especially discourages activities which might involve students in door-to-door solicitation.

Such groups must also be aware that fundraising activities require coordination, with regard to both the methods and the frequency of fundraising. All groups which intend to utilize students to raise funds for any school-related activity or program shall submit, in writing, a description of the proposed fundraising project. Each proposal shall include information pertaining to the reasons for the project, methods of fundraising, coordinators, solicitors, timelines, and anticipated goals, and shall be submitted to the principal(s) of the school(s) for approval. Any proposal that includes online fundraising and/or solicitation will be approved in compliance with school committee policy GBEBD. Principals will then forward form [IGDF-E](#) to the Superintendent's office for placement on the Master Calendar.

Any community organizations desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

Adopted: 1983

Reviewed: 2003; 2008; 2011

Revised: 1993; 1997; 2006; 2018

IGDF-E - MASTER CALENDAR REQUEST FORM FOR FUNDRAISING OR OTHER EVENT

Prior to adding any fundraiser or other event to the calendar, proper signature from the building Principal, notification to the Superintendent of Schools and adherence to School Committee policy IGDF must be met. You will be notified of the approval, rejection or any conflict with the date of your event. In the case of a conflict, the Superintendent will take steps to resolve the conflict.

Name of the individual, group or organization requesting event to be added to the Master Calendar: _____

If this event will require use of a school department facility, please indicate which facility in the box(s) below:

☐ HMS ☐ AES ☐ CES ☐ AMS ☐ AHS ☐ Academy ☐ Other _____

If this fundraiser or event needs to take place indoors, please indicate what room/area of the above facility you will need:

☐ Library ☐ Cafeteria ☐ Auditorium ☐ Gym ☐ Other _____

Name and description of the fundraiser or event: _____

If this is a fundraiser, what are the dates?: From: _____ To: _____

If an event, what is/are the date(s) and the time the event will take place?: _____

Contact Name for fundraiser or event: _____

Telephone Number(s) and e-mail address: _____

If a fundraiser, what percentage of amount raised will directly benefit the fundraising project: _____

How will the funds raised be used: _____

This form submitted by: _____ Date: _____

Principal's Signature: _____ Date: _____

For Amesbury Public Schools Use Only - Do NOT write below this line

☐ Approved by Principal ☐ Rejected by Principal

☐ CONFLICT- Send this Form to Superintendent for Resolution or Rejection

☐ Resolution of Conflict _____

☐ No Resolution - Rejected by Superintendent

☐ Added to Master Calendar on School/Town Website

Revised: 2010

IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with G.L. Chapter 71, s.32A, the Amesbury School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexuality education.

At the beginning of each school year, the principal will notify, in writing, all parents/guardians regarding the courses and curriculum offered that primarily involve human sexuality education. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment.

Notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexuality education, without penalty to the students, by sending a letter to the school principal requesting an exemption. Any student who is exempted by a request of the parent/guardian under this policy will be given an alternative assignment of comparable difficulty and with content acceptable to the parent/guardian;
2. Instructional materials will be made available for parental view.
3. Appeals relative to a student's alternative assignment will be forwarded to the Superintendent of Schools. Such appeals will be handled in accordance with M.G.L. c[71:32A](#).

Legal Reg.: MGL c[71:32A](#)

Adopted: 1997

Reviewed: 2003; 2011

Revised: 2008

IHAMB - TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. [71:1](#) ; [71:96](#)

CROSS REFS: [GBEC](#), Drug Free Workplace Policy

[JICH](#), Drug and Alcohol Use by Students

ADOPTED: 2016

IHBBA - OBSERVATION OF SPECIAL EDUCATION PROGRAMS AND THEIR DESIGNEES FOR EVALUATION PURPOSES

The Amesbury Public Schools is interested in working with parents and/or their designees who wish to have the opportunity to observe and evaluate their child's special education program. In response to Technical Advisory SPED 2009-2 the Amesbury Public Schools adheres to the following procedures:

1. Parents should notify the Office of Special Education (Director of Student Services or the appropriate Special Education Coordinator) in writing of their desire to observe or have someone else observe their child's program. The name and contact information of the observer (should it not be a parent) should be provided to facilitate securing written consent from parent for the observation as well as setting up a mutually agreeable time for the observation.
2. The Director of Student Services or the Special Education Coordinator will contact the individual to ascertain specifics relative to the observation such as particular content areas to be observed or times of day. Efforts will be made to schedule a mutually agreeable time as quickly as possible.
3. The Amesbury Public Schools generally has the observer accompanied by a school administrator other than the classroom teacher for the duration of the visit.
4. In order to minimize disruption to the student learning environment, the Amesbury Public Schools generally discourages more than two observers at any one time in a classroom or activity space and would prefer there be only one. Subsequent visits may be scheduled if necessary to accommodate additional individuals.
5. Observations are generally not scheduled during the first or last few weeks of the school year or during MCAS or other standardized test administrations. This is true even if the student in question is not involved in testing on a particular day.
6. Videotaping and photography is prohibited.
7. It is expected that any observer will make no comment or reference to any other child or to their program while conducting an observation. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important since the presence of parents can influence both the performance of their child(ren) and those of others.

Individuals wishing to further discuss this process are encouraged to contact the Director of Student Services.

Legal Refs.: M.G.L., c. [71B](#), §3; 30 C.F.R. §300.502; 603 C.M.R. §28.04(5)

Adopted: 2009

Reviewed: 2011

IHGB - HOME SCHOOLING

In accordance with C 76 S 1, home education should remain a feasible alternative for parents who can provide instruction in the subjects that are required to be taught in the public schools. The Amesbury School Committee, through its Superintendent of Schools, must satisfy itself that the program is planned and implemented in good faith and that it is sufficient in extent.

Approval Process

1. Any request for a home schooling program must be submitted in writing to the Superintendent of Schools.
2. Home schooling programs should normally begin at the start of a school year and requests should be submitted sufficiently in advance to allow for proper review and analysis.
3. The Superintendent of Schools/or designee shall consider the following factors as he/she evaluates the submitted plan:
 - a. the competency of the teacher(s);
 - b. the teaching of subjects required by law;
 - c. the manner in which the subjects are to be taught;
 - d. the number of hours and days devoted to teaching;
 - e. the adequacy of the texts, materials, methods, and programs being used;
 - f. the availability of periodic tests and measurement of the child's educational growth.
4. The Superintendent of Schools/or designee shall not consider the following factors as he evaluates the submitted plan:
 - a. the parents' reasons for wanting a home schooling program;
 - b. the lack of a curriculum identical to the public school curriculum;
 - c. the lack of group experience;
 - d. the creation of a precedent;
 - e. any other factors that deviate from the substance of the plan.
5. Parents or guardians shall be given sufficient opportunity to explain the plan and answer questions about it.
6. The Superintendent of Schools/or designee shall render a decision on the proposed plan and submit copies to the parents.
7. If a plan is approved, periodic evaluation of the child's progress under guidelines and standards set by the School Committee shall occur to insure reasonable progress.
8. A plan shall be approved for one academic year at a time.
9. A child shall remain in school while an application for home schooling is being considered.
10. Pursuant to regulations of the Massachusetts Interscholastic Athletic Association(MIAA) and other relevant regulations, students with approved home schooling programs may participate on Amesbury High School Athletic Teams and extra curricular activities.
11. The Superintendent of Schools will provide a list of those students on approved education plans on a yearly basis.

Legal Refs: M.G.L. [76:1](#) School Attendance

M.G.L. [71:1-3](#) Subjects Taught

Adopted: 1983

Revised: 1993; 1996; 1997, 2007

Reviewed: 2003; 2008; 2011

IHGB-E
AMESBURY PUBLIC SCHOOLS

Where children come first!

MICHELE S. ROBINSON, Ed.D.

Superintendent of Schools
Education

TELENA S. IMEL

Curriculum Director - Massachusetts Notice of Intent to Pursue a Program of Home

Academic Year _____

Name of Parent(s) _____

Address _____

Name of Student	Age	Previous Grade/School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Names and ages of any additional students of compulsory attendance age attached.)

Attachments:

_____ Description of the curriculum, subjects to be taught, and number of hours of instruction to be provided for each student.

_____ Description of the academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described above.

Our home school program meets the standards for private schools operating in the home as set forth in Care and Protection of Charles, 399 Mass.324, 333-34,504 N.E.2d 592, 598-99 (1987).

Pursuant to 603 CMR 23.05(2), the information contained herein is private and must be kept in a secure location by the superintendent of schools or his/her designee. This information may not be released to any person who does not work directly with the student in an administrative or diagnostic capacity. 603 CMR 23.02 ("Authorized school personnel"). Failure to comply with these regulations may be enforced by review of the Department of Education pursuant to 603 CMR 23.11.

Signature of Parent or Guardian

Date Submitted

IIA - COURSE RECOMMENDATION POLICY

Students may select courses with parental consent, but the school principal reserves the final right to assign students according to previous achievement of the student. Students shall be arranged in class groups in a manner which will best promote their intellectual achievement as well as their general growth and development. In the case of a disagreement, the school principal shall determine the proper placement in grades and groups of students after consultation and recommendations from guidance counselors and other appropriate staff members. Because of the nature of scheduling courses on the high school level, it is not possible to honor requests for a particular teacher in a particular course. Exception to this policy may be granted by the principal in extraordinary cases.

Adopted: July 2020

IIAC - SELECTION AND RECONSIDERATION POLICY FOR THE AMESBURY PUBLIC SCHOOLS' LIBRARIES

1. Statement of Policy

The policy of the Amesbury School Committee is to provide a wide range of library learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and staff.

2. Objectives of Selection

The primary objective of learning resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Amesbury Public Schools affirms that it is the responsibility of its professional staff:

- To provide materials that will enrich and support curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students
- To provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and social standards
- To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance, the practice of critical analysis and to make informed judgments in their daily lives
- To provide materials representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and world community
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community

3. Responsibility for the Selection of Learning Resources

The Amesbury Public Schools delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

4. Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

- Learning resources shall support and be consistent with the general educational goals of the state, the district and the aims and objectives of individual schools and specific courses
- Learning resources shall be chosen to enrich and support curriculum and the personal needs of users
- Learning resources shall meet high standards of quality in:
 1. Artistic quality and/or literary style
 2. Authenticity
 3. Educational significance
 4. Factual content
 5. Physical format
 6. Presentation
 7. Readability
 8. Technical quality
- Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials have been selected
- Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make informed judgments in their daily lives
- Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis
- The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views

5. Procedures for Selection of Learning Resources

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids for selection and other appropriate sources.

Among sources to be consulted are:

- Bibliographies (latest edition available, including supplements)
- *American Historical Fiction*
- *Basic Book Collection for Elementary Grades*

- *Basic Book Collection for Junior High Schools*
- *The Best Books in Children's Books*
- *Booklist*
- *Elementary School Library Collection*
- *European Historical Fiction and Biography*
- *Library Journal*
- *Reference Books for School Libraries*
- *Subject Guide to Children's Books in Print*
- *Subject Index to Books for Intermediate Grades*
- *Subject Index to Books for Primary Grades*
- *AASA Science Books and Films*
- *Bulletin for the Center for Children's Books*
- *Horn Book*
- *Kirkus Reviews*
- *Booklist*
- *School Library Journal*
- *Senior High Core Collection. A Selection Guide*
- Other sources will be consulted as appropriate.

Recommendations for purchase will involve staff, students and administrators as appropriate.

Literary gifts shall be judged by the criteria outlined and shall be accepted or rejected by those criteria. All gifts become the property of the Amesbury Public Schools when the donation is accepted.

Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

To keep the library collection relevant and useful, the library staff must engage in a process of continuous review—a regular, orderly process of examining materials already in the collection.

Continuous review of the collection considers the following factors:

- Demonstrated use/demand
- Relevance to the curriculum
- Appropriateness to potential users and their interest
- Condition
- Date of publication/Date of production
- Literary style
- Accuracy of information
- Currency of subject matter
- Literary and/or artistic merit

Materials which no longer meet these standards of currency and condition will be withdrawn in the manner set forth by the School Committee.

6. Procedures for Dealing with Challenged Materials

Any resident or employee of the Amesbury Public School District may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and community who are not directly involved in the selection process.

• Request for Informal Reconsideration

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally:

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource

3. If the questioner wishes to file a formal challenge, a copy of the Amesbury School District's Selection Policy and a Request for Reconsideration of Learning Resources form shall be handed or mailed by the principal to the party concerned

- **Request for Formal Reconsideration**

Preliminary Procedures

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms
2. A Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone designated by the principal
3. The Assistant Superintendent/Curriculum Director shall be informed of the formal complaint received
4. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource

- **The Reconsideration Committee**

Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:

- **Appoint a reconsideration committee including the following membership:**

1. One member of the professional library staff
2. One member of the school teaching staff
3. One member of the administration staff
4. One member of the school committee
5. Two students chosen by the student body

- Arrange for a reconsideration committee meeting within 10 working days after the complaint is received

- The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Amesbury School District's Selection Policy

7. Resolution

The reconsideration committee shall:

- Examine the challenged resource
- Determine professional acceptance by reading critical reviews of the resource
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
- Discuss the challenged resource in the context of the educational program
- Discuss the challenged item with the individual questioner when appropriate
- Prepare a written report
 1. The written report shall be discussed with the individual questioner if requested
 2. The written report shall be retained by the school principal, with copies forwarded to the Assistant Superintendent/Curriculum Director
 3. Written reports, once filed, are confidential and available for examination by appropriate officials only
 4. A redacted copy of the report (absent references to individuals) will be available as a public record.
 5. The decision of the reconsideration committee is binding for the individual school
 6. Notwithstanding any procedure outlined in the policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Amesbury School Committee as a final review panel
- 8. Guiding Principles
 - Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources
 - The Amesbury School District supports the *Library Bill of Rights*, adopted by the American Library Association. (A copy of the *Library Bill of Rights* is attached to this policy) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children
 - Access to challenged material shall not be restricted during the reconsideration process
 - The major criterion for the final decision is the appropriateness of the material for its intended educational use
 - A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material

Reviewed: 2002; 2003; 2011

Revised: 2000; 2008

Reichaman, Henry. *Censorship and Selection, Issues and Answers for Schools*. Chicago: American Library Association, 2001.

IIAC-E1 - FORMAL REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

ALL QUESTIONS MUST BE ANSWERED FOR REQUEST TO BE VALID

Date: _____ School Involved: _____

Request initiated by: _____

Address of questioner: _____

Phone/Cell Phone: _____

Do you represent self? _____ Organization? _____

Name of Organization, if applicable: _____

Do you have a child/children in the school concerned?: Y _____ N _____

Resource on which you are commenting: _____

_____ Book _____ Video _____ Audio Recording _____ Magazine

_____ Library Program _____ Electronic information/network (specify)

Other: _____

Author: _____ Title: _____

Publisher: _____ Copyright date: _____

Number of pgs/frames: _____ Producer: _____

1. What brought the resource to your attention?

2. Be specific in stating your reason for submitting this request:

3. Have you examined the entire resource?

4. If no, what pages or sections did you examine?

5. What concerns you about the resource? (Use other side or additional pages, if necessary)

6. Are there resources you suggest that would provide additional information and/or viewpoints on this topic?

7. Has the intended use of this resource within the school community been explained to you?

☐ Yes ☐ No

8. Has the judgment of this material by professional reviewers been explained to you?

☐ Yes ☐ No

Adopted: 1983

Reviewed: 2003; 2011

Revised: 1997; 2000; 2008

IIAC-E2 - LIBRARY BILL OF RIGHTS

ALA | Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

- I. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996. A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Added: 2008

Reviewed: 2011

IIB - CLASS SIZE

The Amesbury School Committee is committed to favorable class sizes at all grade levels as an important element of the learning experience for students. Thus, the School Committee will maintain reasonable class sizes, to the extent possible, in all classrooms throughout the school system.

Recommended class sizes are listed below, with the understanding that these are guidelines rather than absolute limits requiring strict, literal adherence:

<u>GRADE LEVEL</u>	CLASS SIZE
K	17-20
1 - 2	18-22
3-5	20-24
6-8	22-26
9-12	Reasonable Class Size

In the event a class size exceeds the guidelines, it will be the prerogative of the Superintendent of Schools in consultation with the building principal to investigate changes that they may deem necessary. If, in the judgment of the Superintendent, it is necessary to take action that would affect the budget, such as increasing professional staffing, a recommendation will be brought to the School Committee for formal approval.

Adopted: July 9, 2018

ICC - SCHOOL VOLUNTEERS

The School Committee recognizes that volunteers can make many valuable contributions to the district schools, and therefore, the School Committee endorses a volunteer program in the schools. Appropriate recognition of volunteer service will be made annually.

Volunteers provide significant services to students by supplementing the work of paid professional and paraprofessional staff, but are not substitutes for paid staff. Volunteers are required to respect and maintain confidentiality of information regarding students, staff and families.

All school volunteers will be screened by the principals including a CORI. The principal has the final decision on exclusion of any volunteer regardless of the source.

Legal Reg.: MGL c[71:38R](#)

Adopted: 1983

Revised: 1998; 2008

Reviewed: 2003; 2011

IJ - INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual preference.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Legal Refs.: M.G.L. [71:48](#); [71:49](#); [71:50](#)

BESE regulations 603 CMR [26.00](#)

Adopted: 2012

IJJ - TEXTBOOK SELECTION/ADOPTION

The general laws of the Commonwealth of Massachusetts c.71:50 states, "A change may be made in the school books used in the public schools by a vote of two-thirds of the whole school committee at a meeting thereof, notice of such intended change having been given at a previous meeting".

In accordance with this law the school committee assumes final responsibility for all core textbooks it makes available to students. In selecting core textbooks for use in the school system, the professional staff will utilize the procedures and textbook evaluation forms prescribed in the Amesbury Public Schools' textbook selection and adoption policy regulations. The Director of Assessment and Accountability and/or building principal will ensure that ancillary materials meet curricular and district needs.

It is the school district's expectation that the professional staff will be accountable for the proper selection of additional materials (i.e. novels, literacy closet materials, science lab materials, math manipulatives and games, software and audio visual tools) that are supportive of the school system's educational philosophy and goals. The choice of instructional materials will be based on educational needs of students and program/course objectives at each level and in each area of study.

Legal reference: M.G.L. c[71:48](#), [49](#), & [50](#)

Adopted: 1987

Reviewed: 1997; 2003; 2011

Revised: 2009; 2012

IJJ-R - TEXTBOOK SELECTION/ADOPTION REGULATION

PURPOSE:

- To select a textbook that is the best match with our determined needs

TASKS:

DETERMINE NEEDS

- Identify priority goals and objectives, the target students, function of the textbook in the curriculum, and any problems with present materials

PLAN HOW TO SELECT TEXTBOOK

- Determine how the textbook will be evaluated focusing on the most important goals

SELECT BEST MATCH

- Select the textbook that best matches our specifications

COMMUNICATE

- Maintain communication with everyone who will be affected by this process and its results

PROVIDE PLAN FOR IMPLEMENTATION

- Help plan the support needed by all staff, administrators and specialists to ensure successful use of the new program

BUDGET

- Determine costs of the textbook adoption. Plan according to the budget building cycle

PROCEDURE:

1. The selection of a textbook will be recommended from a textbook selection group/ committee
 - A. At the secondary level this selection group should involve the collaboration of principals, K-12 Directors, affected department members and study committees
 - B. At the elementary level, principals/supervisors, teacher representatives of grade levels that will be affected by the textbook selection and study committees will collaborate to recommend a textbook selection
 - C. The formation of the textbook selection group may originate from the K-12 Curriculum, Revision Committees, Curriculum Director, or appropriate administrative personnel. The Curriculum Director should be informed of the reason(s) to form a textbook selection group/committee prior to its creation
2. A textbook selection committee will evaluate a range of textbook alternatives utilizing the form, Guidelines for Textbook Evaluation. Also, a Summary Evaluation Form will be completed for decision-making
3. At appropriate points in the selection process, the selection committee will communicate progress with the teachers who are likely to be using the text
4. The Summary Evaluation Form will be submitted to the Curriculum Director for review
5. Sections I through V on the Summary Evaluation Form must receive a rating of "3" or above, or the text will not receive the recommendation of the Curriculum Director
6. The Curriculum Director will either:
 - a.) forward the textbook selection recommendation to the Superintendent of Schools for school committee review; or,
 - b.) reject the recommendation. If a rejection is made, reasons will be explained to the selection group.

STANDARDIZATIONS:

1. When a textbook adoption is made, the same textbook(s) will be used for the same grade level in each of our schools
2. A textbook selection will be standard for the same sections/divisions of a course
3. When a curriculum program is implemented, it may be necessary to utilize other curriculum materials in conjunction with a textbook to optimally meet the goals of the program
4. Textbook utilization, as well as other curriculum materials, should follow the curriculum scope and sequence
5. Principals will maintain a current listing of textbooks in use in their buildings. This listing will be open to staff, students and parents or other members of the community at their request.

INSTRUCTIONS: Please complete this form and forward it to the Curriculum Director

TEXTBOOK TITLE: _____

PUBLISHER: _____AUTHOR(S): _____

COPYRIGHT DATE: _____ EDITIONS: _____ COST: _____

INTENDED GRADE LEVEL USE: _____

NAME TEXTBOOK ALTERNATIVES THAT WERE EVALUATED: _____

LIST EVALUATOR’S NAMES: _____

LIST PERSONNEL INVOLVED IN THE FINAL SELECTION RECOMMENDATON:

(This should include administrators and staff who will be affected by the recommendation)

THE FOLLOWING SEVEN MAJOR CATEGORIES HAVE BEEN EVALUATED USING THIS SCALE:

NA = NOT APPLICABLE 4 = EXCELLENT 3 = GOOD 2 = FAIR 1 = POOR

CURRICULUM & RESEARCH CORRELATION [] APPROPRIATE READABILITY []

RESPECT FOR DIVERSITY [] CONTENT []

ORGANIZATION AND PRESENTATION [] TEACHERS EDITION []

ACTIVITIES []

TEXTBOOK SUMMARY EVALUATION FORM

INSTRUCTIONS: This evaluation form is intended to help you evaluate and select a textbook. Please rate each selection according to the following scale:

NA (Not Applicable) 4 (Excellent) 3 (Good) 2 (Fair) 1 (Poor)

Record an average score for each category on the Summary Evaluation Form

CURRICULUM AND RESEARCH CORRELATION			
	Title 1	Title 2	Title 3
The textbook content aligns with appropriate subject area MA Frameworks and District Curriculum			
Textbook is based upon evidence-based practices and reflects current and valid research of subject			
The textbook is compatible with other materials used in the curriculum			
APPROPRIATE READABILITY			
	Title 1	Title 2	Title 3
Reading level is appropriate for those students who will be			

using the text			
Style of writing is clear and interesting to the reader			
RESPECT FOR DIVERSITY			
	Title 1	Title 2	Title 3
Text represents diversity among people and groups without stereotype or bias			
Materials build mutual understanding, appreciation and acceptance of others			

CONTENT			
	Title 1	Title 2	Title 3
The facts are accurate, significant and developmentally appropriate			
Main concepts fit into a well-planned sequence of instruction			
ORGANIZATION AND PRESENTATION			
	Title 1	Title 2	Title 3
Content is organized into small, manageable parts			
Appendices of charts, graphs, tables and supplemental materials are clear and appear necessary			
(Visual aides and art) are appropriate for intended age groups Text features font, style and spacing			
TEACHERS EDITION			
	Title 1	Title 2	Title 3
Teacher manual and supporting materials are designed for teacher ease			
Technology support is available (student and teacher text, CD, on-line support)			
Objectives and goals of the text are clearly stated			
Concrete and practical suggestions on differentiated instruction and multiple intelligence are incorporated			
List of necessary materials/equipment is provided			
Assessments are varied to meet multiple learning styles			

ACTIVITIES			
	Title 1	Title 2	Title 3
Instructions are clear			
Materials are easy to obtain			
Follow-up questions require students to apply their knowledge and skills and develops critical thinking			
Activities reinforce, apply or extend concepts presented in the text			

Reviewed: 1997; 2003; 2011

Revised: 2009

IJNDB - TECHNOLOGY AND EMPLOYEE EMAIL POLICY

TECHNOLOGY USE

Introduction

The Amesbury Public Schools shall provide access for employees, students and others to the District's electronic networks, including connections to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The network will also be used to improved productivity and to increase communication among staff, parents, the community, governmental organizations, and businesses.

The Superintendent or designee shall implement, monitor, and evaluate the district's network for instructional and administrative purposes.

Access to the network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all regulations and procedures governing acceptable use of the network and shall agree, in writing, to comply with such regulations. Noncompliance with these policies and procedures may result in suspension or termination of user privileges and may be subject to restitution for costs associated with hardware, software, and system restoration, as well as other disciplinary actions consistent with the policies of the Amesbury Public Schools. Violations of law may result in criminal prosecution as well as in disciplinary action by the Amesbury Public Schools.

ACCEPTABLE USE

As members of a networked community, users have specific responsibilities with regard to the efficient, ethical and legal utilization of computer devices, as well as all networked and Internet resources. All users must strictly adhere to the following guidelines and conditions of use.

Security

- Users are responsible for the proper use of accounts issued to them, such as email, Internet or access to software, and must not provide or display their passwords and login information to anyone, nor leave an application open when unattended.
- Users should change their passwords regularly and make efforts to use passwords that are unique and not easily guessed.
- Users are responsible for all activity under their account.
- Attempts to compromise the security, integrity, or functionality of the system, or possession of tools, while on school or district property, designed to do so, is a violation of this policy. This includes, but is not limited to:
 - intentional uploading or creation of computer viruses
 - unauthorized use of another user's credentials
 - deletion or alteration of another user's files or applications
 - removing protection to gain access to restricted areas
 - unauthorized blocking of access to information, applications, or areas of the network
- Any user identified as a security risk may be subject to severe restriction of, or cancellation of, privileges.
- It is a federal offense to break into any security system. Financial and legal consequences of such actions are the responsibility of the user.
- If you feel you have identified a security problem on the network, notify the MIS Department. Do not demonstrate the problem to other users.
- It is a violation of this policy to introduce or attach any software or hardware that is not owned by the Amesbury Public Schools, or specifically authorized by the MIS Department, to technology used in the Amesbury Public Schools.
- No modification to any hardware or software owned or managed by Amesbury Public Schools may be made without specific authorization by the MIS Department.

System Resources

System resources are limited and are intended to support the educational objectives of the Amesbury Public Schools.

- The use of technology systems must be consistent with and support educational objectives. Therefore activity on the network, such as Internet sites accessed, communications via email, listservs, forums or chat rooms must support the District's objectives.
- File space has its limits and users should regularly review and delete unnecessary files and email messages on the network.
- Users should make a conscientious effort to conserve district resources. Use of high-bandwidth resources, such as video-conferencing, online music, or streaming video must be related to educational goals and authorized by the MIS Department at the school or district level.
- Users are responsible for backing-up copies of documents that are important to their jobs. The District will not be responsible for loss of data.

Privacy

Communications, including voicemail messages, email, attached documents and images are not private. In theory, all records (except those specifically excluded by law), whether in electronic or hardcopy form, are subject to the Freedom of Information Act and open to public inspection.

- Amesbury Public Schools reserves the right to examine, restrict, or remove any material that is on or passes through its communication systems.
- Users are asked to use judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.
- Users may not reveal home addresses, personal e-mail addresses or personal phone numbers of colleagues or students.

Internet

The Internet provides access to schools, people and informational sites all over the world. The educational potential is limitless; however, users must understand that neither the Amesbury Public Schools nor any Amesbury Public Schools employee controls the content of the information available on the systems. The school district does not condone the use of controversial or offensive materials and cannot be held responsible for such use. The Amesbury Public Schools is in compliance with the Children's Internet Protection Act (CIPA). Filtering services are in use on all computers with access to the Internet.

- Users are expected to take individual responsibility for their appropriate use of the Internet
- Student use of the Internet must be supervised and adults must be aware that filtering does not guarantee that students will not access inappropriate sites
- All communications must be polite and use appropriate language. Swearing and vulgar language are considered inappropriate and are a violation of this agreement.
- Messages relating to, or in support of, illegal activities may be reported to local law enforcement authorities.
- Employees and students, under the direction of a teacher, may publish materials on the Internet on District approved sites that support the school district's objectives and are relevant to school-related activities. In publishing information on the Internet, users must adhere to all previously stated conditions and guidelines as well as the following:
 - An Internet web page may include pictures of students or items of student work, provided that (a) the students are not identifiable or (b) if permission from the students' parents/guardians have been received.
 - No web page will be linked to a personal web address on another server without permission from the respective employee's or student's principal.
 - Copyright laws must be adhered to. Permission to copy or use materials must be obtained from the copyright owner and must be cited. The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials.
 - The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district systems is prohibited.
 - Some examples of unacceptable use of district systems include:
 - Conducting commercial activities, product advertisement, political lobbying, or unethical/illegal solicitation.
 - Supporting illegal activities, such as the illegal sale or use of drugs or alcohol, criminal gang activity or threats, intimidation or harassment of any other person or for any activity prohibited by district policy.
 - Accessing, distributing or selling files or web sites that contain pornographic or obscene pictures, videos, stories, or other material; or exposing others to such material.
 - Purchasing goods or services, without authorization, that requires one to submit a credit card number, or obligates the school or district to another party. The School District will not be held responsible for any financial obligations for goods or services purchased over the Internet or via telephone conversation without appropriate authorization.
 - Responding to any messages, files, or web sites that solicit personal information about you or someone else, or request a personal contact with you or another user.

Email

The Amesbury Public School District (*Amesbury Public Schools*) provides electronic mail resources (*email system*) to its staff members. Email is defined as any document created, transmitted and/or received through the Amesbury Public Schools' email system using either a personally-owned electronic device or a device owned by the school district. It is the intent of the Amesbury Public School District to maintain the privacy and integrity of email created using the email system. However, employees should be aware that any and all email transmitted or received by any staff member is considered public record, and subject to the Massachusetts Public Records law, M.G.L. Chapter 66. (For more information, go to: <http://www.sec.state.ma.us/arc/arcrmu/rmubul/bul199.htm>)

Email correspondence may be subject to public inspection and may be requested during evidentiary discovery in legal actions. Employees should also know that while every attempt will be made to secure the email system, Amesbury Public Schools does not guarantee the privacy of email sent, received, or stored.

Acceptable Use of the Email System

The purpose of the email system is to provide Amesbury Public Schools' authorized users with the ability to communicate through email for educational purposes and other school business. Communication with peers for academic or school-related business purposes is acceptable, as well as email to students, parents, and the community. Employees should be aware, however, that any written communication is considered to be a legal document and is subject to M.G.L. Chapter 66 above.

Unacceptable Use of the Email System

- Allowing an unauthorized user to access the system. This includes sharing of email passwords that allows another person to access your account.
- Using email for personal monetary gain.
- Harassing other authorized users or generating harassing email to anyone.
- Sending information that violates copyright laws, such as copied images, documents and music files.
- On-line gambling, including sports pools.
- Distribution of pornographic or other offensive materials or images.
- Advocating for products or services
- Advocating for political issues and/or candidates
- Generation of email using a false identity, or pretending to be someone else (spoofing).
- Generation of junk emails, chain letters, or SPAM.

- Forwarding of jokes, prayers, etc.
- Any unauthorized use of the system, including but not limited to, attempt of disruption of services, interception of other users' emails, or attempt to breach the security of the mail system.

Rights of Amesbury Public School District

The Amesbury Public School District, as owner of the email system, has the right to obtain, copy, and archive all documents or communications created using the system. These documents may be subject to public inspection under the Massachusetts Public Records Law. Deleting a document from a personal mailbox only removes the electronic pointer to the document stored on the server. Even if documents are deleted from users' mailboxes, they continue to be stored on the mail system and are retrievable from the archive.

Amesbury Public Schools may also monitor any email communication at any time for the purpose of maintaining the integrity and continued operation of the email system without providing notification to the employee. To the extent of the law, Amesbury Public Schools also retains the right to disclose the contents of an employee's mail without the consent of the employee. Disclosure of email would occur if requested by authorized personnel or law enforcement officials, as a response to a request for information in an investigation of unacceptable use or misconduct. All users should be aware that the content of their email is subject to review at any time by authorized personnel.

Confidentiality

Notwithstanding the Amesbury Public Schools' right to retrieve and read any electronic mail or Internet messages or material, such messages or material should be treated as confidential by other users and accessed only by the intended recipient. Users are responsible for maintaining the confidentiality of material on the systems. Certain departments may have additional confidentiality obligations regarding records, for which additional policies will be implemented. Without prior management authorization, users are not permitted to retrieve or read email messages that are not sent to them; with prior management authorization, the contents of such electronic mail, Internet access, voicemail messages or materials are subject to being accessed and/or disclosed to others.

Warranty

The Amesbury Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Amesbury Public Schools will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by system upgrade or repair, its own negligence, or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Amesbury Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

The guidelines and conditions outlined in this policy in no way limit the school district's prerogative to manage its technology systems as it sees fit, or restrict its authority to take any actions it deems necessary to adequately supervise, protect, and, if necessary, discipline its users. The district reserves the right to revise this policy at any time, and all revisions will take effect immediately as per district governance.

The signing of this Acceptable Use Policy indicates the party who has signed has read the terms and conditions carefully and understands their significance.

Signature

I have read and understand the Amesbury Public Schools Technology Systems Acceptable Use Policy. I am aware that district technology, including the Internet and network access, is designed for educational purposes. However, I also recognize it is impossible for the Amesbury Public Schools to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I further understand that the provisions of this policy are subordinate to local, state and federal statute and that violations are unethical and may constitute a criminal offense. Should I commit a violation my access privileges may be revoked and I may be subject to other disciplinary actions prescribed by law or other school policies.

Name	Position/Building	Date
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Revised: 2009

IJOA - FIELD TRIPS

The Amesbury School Committee recognizes that firsthand learning experiences provided by field trips are a worthwhile enhancement to the curriculum. It is the desire of the committee to encourage field trips as part of and directly related to the total school program and curriculum. Despite this, participation in field trips is voluntary and in the case of minor children, is subject to parental consent.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. These guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips have the prior approval of the superintendent and the School Committee.

This policy applies to all student trips including:

1. Day trips that occur during regular school hours
2. Extended long distance or overnight trips that extend beyond normal school hours during the day or which require an overnight stay of at least one night
3. International trips

A. Trip Approval Process

1. All field trips require advance approval. Day trips shall be approved in writing no less than two weeks in advance by the building principal. Overnight trips shall require preliminary approval of the School Committee through completion of an overnight field trip request form developed by the Administration. Final approval will not be granted until all preparations for the trip have been completed including, but not limited to all logistical details involving transportation, accommodation arrangements, and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled field trip dates.
2. The preliminary approval process shall be completed prior to engaging students in fundraising activities or other preparations for the trip. Requests for overnight field trips shall include an agenda for the trip which shows educational activities, enrichment activities, exploration activities, and the times during the days which will be devoted to these different activities. Once preliminary approval is granted, final approval will be withheld only if the field trip does not adhere to the plan presented in the approved preliminary proposal.
3. Overnight trips shall offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips shall be appropriate for the grade level.
4. Teachers and other school staff are prohibited from soliciting privately run trips through the school system. The trip approval process applies only to school-sanctioned trips.
5. Procedures for trip approval shall take into account all logistical details involving activities, transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.
6. Generally, field trips shall not repeat those that students have taken during recent years. Trips that are repetitive for a significant minority can be justified in exceptional circumstances.
7. The distribution and number of field trips during the school year cannot be arbitrarily defined. However, multi-grade field trips that are directly related to classroom study are preferable to those that are not. Field trips are generally not meant to be end-of-year celebrations, releases or rewards.
8. It should be remembered that field trips at some grade levels significantly interfere with education in other courses or classes because of the students' absence from school. The value of the trip should be considered versus educational losses. Substitutes shall be utilized to minimize educational losses for other classes.

B. Transportation

1. The use of vans or private automobiles for trips planned to include late night or overnight student travel shall generally be avoided. Such trips shall generally use commercial motor coaches.
2. Principals shall ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA).
3. The contract with the carrier shall prohibit the use of a subcontractor unless sufficient notice is given to allow verification of the subcontractor's qualifications.

C. Trip Scheduling

1. Overnight accommodations shall be made in advance with student safety and security in mind. The trip schedulers shall avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.
2. Whenever possible, overnight trips shall be scheduled on weekends or during school vacations to minimize lost classroom time.
3. Trip itineraries must leave enough time for drivers to rest as necessary to conform with federal hour-of-service requirements.
4. Trip scheduling shall take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
5. All field trips may be cancelled by the principal or superintendent up to the time of departure.

D. Fundraising

1. The amount of time to be devoted to fundraising shall be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.
2. Group fundraising activities are preferred. Students shall not be assigned individual fundraising targets.
3. If students are charged individual fees for participation, the district shall make every effort to provide scholarships where needed.
4. Any money, tickets, or reservations made through fundraising activities become the property of the Amesbury Public Schools.

5. Any funds remaining after completion of the field trip and after all outstanding expenses have been paid shall be gifted to the Extra Curricular school account to be used for extra curricular activities benefitting students.

E. Chaperone Ratios

1. Supervision on field trips is a critical factor and, given a new and less-structured environment, shall clearly be more intensive than in a school situation. Supervision shall also be sufficient to guarantee the educational goals of the trip. Every effort shall be made to have an equitable number of male and female chaperones, particularly on overnight field trips. The following minimum guidelines shall prevail:

Student/Teacher Ratio

Grade Level	PreK-Grade 4	Grades 5-8	Grades 9-12
Day Field Trips	8/1	10/1	12/1
Overnight Field Trips	N/A	8/1	8/1

2. The Amesbury community has expressed concern that pictures might be posted to social media sites without permission. To ensure students' safety and privacy, chaperones shall not post any photographs or videos of children (other than their own) to any social media site.

F. Permission/Releases

1. Regular day field trips require a signed parent permission slip with the exception of students over the age of 18 who may sign for themselves.
2. All field trips require a signed permission and liability release form.
3. All chaperones shall comply with current a CORI policy.

Approved: 2004

Reviewed: 2008

Revised: 2006; 2011; 2016; 2020

IJOA-E1 - PERMISSION SLIP FOR FIELD TRIPS/ACTIVITIES

PERMISSION SLIP

(If student is under the age of eighteen (18))

1. I, _____ give permission for _____

Print Parent/Guardian Name

A Minor Child (student's name)

to participate in the following voluntary field trip activity of the Amesbury Public Schools to _____, on _____.

(location of trip)

(date of trip)

2. Chaperone to student ratio _____ Cost of trip _____

(for field trips only)

3. I hereby represent that I am the custodial parent and/or guardian of _____, and have full legal authority to execute this Permission Slip on behalf of the minor child, on my own behalf, and on behalf of my family as a parent and/or guardian of the minor child. I hereby acknowledge that I have had full opportunity to read and review this Permission Slip and understand its contents. I execute this Permission Slip voluntarily.

Parent/Guardian: _____ Date: _____ Return form to: _____

(signature)

(teacher in charge of trip)

MEDICAL CONSENT FORM

Student's Last Name _____ First Name _____ MI _____

Home Address _____ Zip Code _____

Street

City

State

Tele. No. _____ Date of Birth _____ Grade _____

Personal Physician's Name _____ Tele. No. _____

Allergies to Medication _____

Regular Medications Taken _____

To Whom It May Concern:

When, for my son/daughter, _____, medical care and treatment, including a minor surgical procedure is recommended by the attending physician, I give permission for the carrying out of such treatment. It is understood that I will be contacted if serious illness or major surgery must be conducted.

Signature(s) Parent(s) or Guardian(s) _____ Date _____

IN CASE OF EMERGENCY CALL:

Name _____ Tele. no. _____ Relationship _____

Adopted: 2004

IJOA-E2 - PERMISSION SLIP FOR FIELD TRIP/ACTIVITIES

PERMISSION SLIP

(If the student is over the age of (18))

1. I consent to my participation in the following voluntary field trip activity of the

Amesbury Public Schools, _____ (location of trip) _____ (date of trip)

2. Chaperone to student ratio _____

(for field trips only)

I hereby acknowledge that I am eighteen (18) years old, or older, have had full opportunity to read and review this Permission Slip and understand its contents. I execute this Permission Slip voluntarily and as an individual who has reached the age of majority.

Student: _____ Date: _____

Age: _____

MEDICAL CONSENT FORM

Student's Last Name _____ First Name _____ MI _____

Home Address _____ Zip Code _____

Street

City

State

Tele. No. _____ Date of Birth _____ Grade _____

Personal Physician's Name _____ Tele. No. _____

Allergies to Medication _____

Regular Medications Taken _____

Student Signature _____ Date _____

Print Student Name _____

Approved: 2004

IJOA E-3 - Consent and Release for Overnight and Selected Field Trips (students under 18)

CONSENT AND RELEASE FORM

(If student is under the age of eighteen (18))

Overnight/Field Trip _____

Expected Chaperone to student ratio _____

Cost of trip _____

I, _____, give permission for _____

Print Parent/Guardian Name

A Minor Child (student's name)

to participate in the following voluntary field trip activity of the Amesbury Public Schools to

_____, on _____

(location of trip)

(date of trip)

The staff at your child's school has organized a school sponsored field trip. Participation in this field trip is voluntary, but you must give permission before your child can go and participate in field trip activities. If you do not give permission, your child will remain at school for the regular day(s) and continue academic work there. Participation in the field trip is not required and your child's grade will not be affected by his/her participation in this trip. This trip is offered as enrichment.

Your child's teacher may provide additional details such as clothing requirements, lunch provisions and other details in an additional letter to you. Your child will be supervised by teachers and/or parent chaperones. It is possible that your child may face more risks by participating in this field trip than if your child stayed at school. We cannot list every risk. Although we follow a very careful planning and approval process, and the school department and principal have approved this trip, we cannot and do not guarantee that there will be no injuries or damages as a result of this trip.

By signing this form, you agree that your child may participate in the field trip.

By signing this form, and in return for your minor child being allowed to participate in the field trip, you also agree to release the Town of Amesbury and the Amesbury Public Schools, and their respective officials, employees, servants, agents and program/activity volunteers or chaperones from and against any and all claims, actions and/or liabilities which you may now or in the future have or acquire as a parent/guardian of the minor child for damages, death, and/or injuries of any kind you, your family and/or your child might suffer as a result of participating in this field trip, except for those that result from gross negligence or wanton and willful misconduct of those parties being released by this Consent and Release Form. By signing this form, you also agree to release those organizations and persons listed above from and against any and all claims, actions and/or liabilities which your child may now or hereafter have or acquire, before or after reaching the age of majority.

This agreement to release does not apply to any independent contractor hired by the school department to provide transportation or other services related to this trip.

By signing this form, you represent that you are the custodial parent and/or guardian of

_____ and have full legal authority to execute this Consent and Release Form on behalf of the minor child, on your own behalf, and on behalf of my family as a parent and/or guardian of the minor child.

This is a legal document. You may not change the language of this form, and any additions or deletions you make to this permission and release form have no effect.

Parent/Guardian _____ Date _____

Return form to _____

(teacher in charge of trip)

MEDICAL CONSENT FORM

Student's Last Name _____ First Name _____ MI _____

Home Address _____ Zip Code _____

Street

City

State

Tele. No. _____ Date of Birth _____ Grade _____

Personal Physician's Name _____ Tele. No. _____

Allergies to Medication _____

Regular Medications Taken _____

To Whom It May Concern:

When, for my son/daughter, _____, medical care and treatment, including a minor surgical procedure is recommended by the attending physician, I give permission for the carrying out of such treatment. It is understood that I will be contacted if serious illness or major surgery must be conducted.

I/We hereby waive, release and discharge the Town of Amesbury and the Amesbury Public Schools, and their respective employees, agents, officials, attorneys, servants, chaperones, volunteers, and representatives from and against any and all claims of any nature whatsoever which may arise out of the decision to provide emergency medical care, including but not limited to responsibility for the medical care rendered and/or for the payment of medical bills resulting therefrom.

Signature(s) Parent(s) or Guardian(s) _____ Date _____

IN CASE OF EMERGENCY CALL:

Name _____ Tele. No. _____ Relationship _____

Adopted: 2004

IJOA E-4 - Consent and Release for Overnight and Selected Field Trips

CONSENT AND RELEASE FORM

(If student over the age of 18)

Overnight and Selected Field Trip _____

Chaperone to student ratio _____

1. For good and valuable consideration, including but not limited to being allowed to participate in voluntary field trip activity of the Amesbury Public Schools (said activities hereinafter collectively referred to as "**the released activity**" or "**the released activities**"), I do hereby waive, release and forever discharge the Amesbury Public Schools and the Town of Amesbury, and their respective employees, agents, officials, servants, representatives and subcontractors, from and against any and all actions, claims, causes of action, responsibility and liability for personal and bodily injuries and/or property damage, which have arisen in the past, or may arise in any way in the future, directly or indirectly, from my participation in any of the released activities.

2. For good and valuable consideration, including but not limited to being allowed to participate in the released activities, the sufficiency of which I hereby acknowledge, I do hereby agree to indemnify and hold harmless, including the costs of defense, the Amesbury Public Schools and the Town of Amesbury, and their respective employees, agents, officials, servants, representatives and subcontractors, from and against any and all actions, claims, and causes of action for personal and bodily injuries and/or property damage which arise in any way, directly or indirectly, from my participation in the released activities.

3. I understand and hereby acknowledge that my participation in the released activities is voluntary and I am free to choose to not participate in any such activity. I understand that my participation in any of the released activities may involve a risk of serious personal and bodily injury and/or property damage regardless of the level of supervision and/or observance of rules. I understand and acknowledge that I am voluntarily participating in the released activity with full knowledge of the dangers involved therewith. I hereby agree to expressly assume and accept any and all risks of personal bodily injury and/or property damage, with full knowledge that the Amesbury Public Schools and the Town of Amesbury will not be liable for any such injury or damage.

4. In the event that I am unable to act for myself, I hereby authorize Amesbury Public Schools, and its employees or agents who are supervising the released activity, to act on my behalf in authorizing and consenting to emergency medical care for me in the event that I become ill or am injured while participating in the released activity. This Consent and Release Form may be presented to appropriate emergency medical staff at such time as emergency medical care is required. I hereby waive, release and discharge Amesbury Public Schools and the Town of Amesbury, and their respective employees, volunteers, agents, officials, servants, representatives and subcontractors, from and against any and all claims of any nature whatsoever, including but not limited to responsibility for the payment of medical bills incurred for such emergency medical care, which may arise out of the decision to provide emergency medical care.

I hereby acknowledge that I am eighteen (18) years old, or older, have had full opportunity to read and review this Consent and Release Form and understand its contents. I execute this Consent and Release Form and as an individual who has reached the age of majority.

Student: _____ Date: _____

Print Student Name _____

Age: _____

MEDICAL CONSENT FORM

Student's Last Name _____ First Name _____ MI _____

Home Address _____ Zip Code _____

Street City State

Tele. No. _____ Date of Birth _____ Grade _____

Personal Physician's Name _____ Tele. No. _____

Allergies Medication _____

Regular Medications Taken _____

Student Signature: _____ Date: _____

Print Student Name: _____

IKE - PROMOTION AND NON-PROMOTION OF STUDENTS

The administration and teaching staff must strive to create plans of instruction and instructional organization that will permit students to progress through school according to their needs and abilities at grades K through 8. A student may be denied promotion when it becomes evident that it is in the best interest of the student's education.

It is imperative that a student who may be a candidate for non-promotion be identified as early as possible in the school year. This will allow the teaching staff and support staffs to initiate appropriate specialized curriculum or instructional programs. Among the strategies considered should be a special education evaluation. Although teachers may recommend non-promotion, all non-promotions (as well as promotions) will be assigned by the school principal.

In the unlikely event that a student is recommended for a 2nd non-promotion, the Superintendent must review and approve the subsequent retention.

Adopted: 1983

Reviewed: 2003

Revised: 1998; 2008; 2012

IKF - GRADUATION REQUIREMENTS

All of the requirements necessary for graduation from Amesbury High School are outlined in the student handbook which is approved by the Amesbury School Committee each spring. All state high school graduation requirements are included therein.

Adopted: 1983

Revised: 1984; 2003

Reviewed: 2008; 2012

IKFA - GRADUATION EXERCISES

Graduation exercises for students graduating from Amesbury High School will be held on the first Friday in June, rain or shine. If the weather is favorable the ceremony will take place in the James J. Landry, Jr. Memorial Stadium at 7:00 p.m., providing that all criteria are met in accordance with the Educational Reform Act of 1993. In the event of rain or other unfavorable weather conditions, the ceremony will take place at an indoor facility.

Adopted: 1983

Revised: 1999, 2005, 2006

Reviewed: 2003; 2008; 2012

IKFB - CONFERRING OF DIPLOMAS

Diplomas to graduating seniors will be given out by the Chair of the Amesbury School Committee. In the absence of the Chair, the Vice-Chair will take his/her place. In the event that a member of the Amesbury School Committee has an immediate family member graduating, that school committee member may give the diploma to that graduating senior. Any other exceptions to this policy must be considered by the school committee chair one month prior to the graduation event.

Adopted: 2005

Reviewed: 2008; 2012

IKFC - DIPLOMAS FOR VETERANS AND OTHERS

Veterans may apply to the Amesbury School Committee for an exception to the graduation requirements that are set forth in the Amesbury High School student handbook, under the following conditions:

1. A veteran who is a Massachusetts resident and left Amesbury High School to enter the armed forces during a declared or undeclared war and received an Honorable Discharge shall be eligible to apply for an Amesbury High School diploma.
2. Family members of deceased veterans may apply for a diploma for the veteran posthumously, provided the veteran meets the policy's criteria.
3. The school committee and the superintendent of schools may seek assistance from the town veteran's agent for verification.
4. Conferring of diplomas will be scheduled at a time mutually agreeable to all parties.

Revised: 2006

Reviewed: 2008; 2012

ILD - STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

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

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: [JRA](#), Student Records

SOURCE: MASC February 2018

ADOPTED: 2018

IMG - ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal. The Amesbury

School District is committed to providing a high quality educational program to all students in a safe and healthy environment. The Amesbury School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Amesbury School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs*, cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Amesbury School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability". The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability".

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry or pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments with balance

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the dog will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

When a student will be accompanied by an service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance dog in District facilities and on school transportation vehicles.

Source: MASC, February, 2011

Adopted: 2011

INB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the Amesbury Public Schools is to help prepare students for responsible citizenship in our democratic society. One step toward realizing this goal is to expose students to the analysis of contemporary social and political issues. To ensure that these issues can be examined in a setting as free from emotion and prejudice as possible, the School Committee establishes the following guidelines for dealing with controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected for classroom discussion must relate directly to the objectives and content of School Committee approved curriculum.
2. The teacher's right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. Teachers must ensure that all sides of an issue are given equal representation and emphasis in classroom discussions.
4. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources pertinent to the issues. Visitors are expected to abide by the conduct expected of regular staff members while in the school.
5. In all cases, teachers must obtain permission to invite visitors for classroom presentations from the building principal.

Adopted: 1983

Revised: 1999; 2008

Reviewed: 2003; 2012

Section J. Students

[JB](#) Equal Educational Opportunities

[JBA](#) Special Education Students - Discipline

[JBAA](#) Student-to-Student Harassment

[JBB](#) Educational Equity

[JCA](#) Assignment of Students to Schools

[JCA-R](#) Assignment of Students to Schools

[JEB](#) Entrance Age

[JFAA](#) Residency

[JFAB](#) Non-resident Students

[JFABC](#) Admission of Transfer Students

[JFABD](#) Homeless Students: Enrollment Rights and Services

[JEABE](#) Educational Opportunities for Military Children

[JFABF](#) Educational Opportunities for Children in Foster Care

[JFADB](#) McKinney-Vento Homeless Education Assistance Act

[JFBB](#) School Choice

[JFCB/GCBCB](#) Promoting Civil Rights & Prohibiting Harassment, Sexual Harassment, Hazing,
Bullying, Cyber Bullying, Sexting, Discrimination & Hate Crimes

[JFCD/GCBCD](#) Sexual Harassment

[JFCH](#) Drug and Alcohol Use by Students

[JFCH-R](#) Alcohol and Other Drug Use by Students

[JFCV](#) Teen Dating Violence

[JFCV-R](#) Teen Dating Violence Regulation

[JFCV-EI](#) Restraining Order School Checklist

[JH](#) Student Absences and Excuses

[JHCA](#) Allergies in the School Setting

[JHCA-R](#) Allergies in the School Setting - Regulation

[JIC](#) Student Discipline

[JICA](#) Dress Code Guidelines

[JICB](#) Student Publications

[JICH](#) Alcohol, Tobacco, and Drug use by Students Prohibited

[JIH](#) Interrogations and Searches

[JII](#) Student Complaints and Grievances

[JJA](#) User Fees for Co-Curricular/Athletic Activities

[JJD](#) Collection of Student Fees, Fines and Charges

[JJE](#) Student Activity Accounts

[JJIB](#) Athletic Participation

[JJIF](#) Sports Related Concussion Management Policy

[JJIF-R](#) Sports Related Concussion Management Policy

[JK](#) Student Conduct

[JKA](#) Corporal Punishment

[JKAA](#) Physical Restraint of Students

[JKAA-R](#) Physical Restraint Of Students - Regulation

[JLA](#) School Wellness Policy

[JLC](#) Student Health Services and Requirements

[JLCA](#) Physical Examination of Students

[JLCB](#) Immunizations

[JLCD-R](#) Policies & Procedures for the Administration of Medications

[JRA](#) Retention of Student Records

JB - EQUAL EDUCATIONAL OPPORTUNITIES

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

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

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

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

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

Legal Refs.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR [26.00](#)

BESE regulations 603 CMR [28.00](#)

Cross Ref.: [AC](#), Nondiscrimination

Adopted: 2012

JBA - SPECIAL EDUCATION STUDENTS - DISCIPLINE

The disciplining of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*, its implementing regulations 34 C.F.R. 300 *et seq.*; and Massachusetts General Laws, chapter 71B and its implementing regulations 603 C.M.R. [28.00](#).

Students with disabilities who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per year, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability.

School personnel may order a change in educational placement of a child with a disability to an appropriate Interim Alternative Educational Setting (IAES) that provides the student with a free appropriate public education for the same amount of time that a child without a disability would be subject to discipline, but not for more than forty-five (45) calendar days if the student:

- A. Carries or possesses a weapon to or at school, on school premises, or to or at a school function;
- B. Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- C. Sells or solicits the sale of a controlled substance while at school, a school function, or a school sponsored event.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten (10) school days in any school year, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include, but are not limited to:

- A. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such student before the behavior that resulted in the discipline, the school shall convene an IEP meeting to develop an assessment plan to address the behavior, or if the child already has a behavior intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
- B. A review by the IEP Team of the relationship between the child's disability and the behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School personnel may also seek an order from the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) calendar days.

Parents/guardians and/or students, where appropriate, may request a hearing at the Bureau of Special Education Appeals regarding a disciplinary action described above to challenge the interim alternative educational setting or the manifestation determination.

For a copy of the Massachusetts Department of Elementary and Secondary Education brochure on Special Education Parents' Rights available in many languages, visit www.doe.mass.edu/sped/parents or contact the Director of Special Education.

Legal Refs: Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*

Regulations 34 C.F.R. 300 *et seq.*

M.G.L., chapter [71B](#), regulations 603 C.M.R. [28.00](#)

Adopted: 2006

Revised: 2008

JBAA - STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the Amesbury Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

Legal Refs.: M.G.L. [151B:3A](#)

Title VII, Section 703, Civil Rights Act of 1964 as amended

BESE 603 CMR [26.00](#)

Refs.: *"Words that Hurt,"* American School Board Journal, September 1999

National Education Policy Network, NSBA

Adopted: 2012

JBB - EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

APPROVED: 5/4/20

JCA - Assignment of Students to Schools

Generally, students will be required to attend schools in the attendance area in which they reside, unless special permission has been granted by the Superintendent after consultation with the principal.

Special permission may be granted for the following reasons:

1. If a child's Individual Education Program requires placement in another school;
2. If the change appears to be in the best interests of the child or for administrative or medical reasons;
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his/her former school; permission will not be extended beyond the current school year without administrative approval.

School bus transportation will not be provided for students attending schools outside their attendance area. However, in the event that transportation is required in the student's Individual Education Program, it will be provided.

Legal refs: MGL [71:37C](#); [71:37D](#); 371; [71:37I](#); [76:5](#)

Board of Education Regs. Pertaining to Sect. 8

Of c636 of the Acts of 1974, Regarding Magnet School

Facilities and Magnet Educational Programs, adopter 2/25/75;

Board of Education Regs. Pursuant to c636 of the Acts of 1974, Adopted 9/10/74;

Adopted: 1983

Revised: 2008

Reviewed: 1988, 2003

JCA-R - ASSIGNMENT OF STUDENTS TO SCHOOLS

In accordance with school committee policy JCA, assignment of students to elementary schools will be in accordance with neighborhood districts. Anyone requesting to attend a school outside of the student's permanent residence district must fill out the form below.

STUDENT NAME: _____

STUDENT ADDRESS: _____

STUDENT GRADE LEVEL: _____

PARENT AND/OR GUARDIAN NAME: _____

ASSIGNED SCHOOL: _____

SCHOOL REQUESTED: _____

REASON FOR REQUEST: _____

PRINCIPAL OF SENDING SCHOOL APPROVAL: _____

PRINCIPAL OF RECEIVING SCHOOL APPROVAL: _____

A. It is understood that transportation to and from school out of designated district depends on established bus routes and space available. It could happen that the parent would be responsible for the transportation of the student.

Check One: ☐ I am willing to provide transportation for my child.

☐ I am not able to provide transportation and understand request

will be withdrawn if no bus transportation or space is available.

B. This is a one-year assignment and will be renewed according to availability.

PARENT AND/OR GUARDIAN SIGNATURE : _____

(Print First and Last Name)

Adopted: 2010

JEB - ENTRANCE AGE

Children who will be five (5) years of age on or before September 1st of the school year during which they wish to enroll, will be eligible to enter.

First Grade

Children who have completed Kindergarten in a state that requires it and who will be six (6) years of age on or before September 1st of the school year during which they wish to enroll, will be eligible to enter first grade.

Transfer Students

Students who transfer into the Amesbury Public School District for the first time, will be placed by the building principal after careful review of the student's records and in accordance with district policies.

Legal Refs: Board of Education, Regulation 1, August 4, 1997

603 CMR [8.00](#)

Adopted: 1983

Revised: 1986; 1998; 2002; 2008; 2012

Reviewed: 2003

JFAA - RESIDENCY

In order to attend Amesbury Public Schools, students must reside in Amesbury. Students who are enrolled in the School Choice Program are allowed to attend Amesbury Public Schools as well. "Residence" is the place where a person dwells permanently, not temporarily, and is the place of his/her domestic, social and civic life. Temporary residency for the purpose of attending Amesbury Public Schools will not be considered residency under this policy.

Amesbury can verify residency by several means. In the event residency is in question, school officials will reserve the right to ask for 3 different types of documentation, including but not limited to: a lease agreement for your current apartment or copies of any utility or telephone bill registered to your name. The City Clerk may be asked to verify you are a registered voter in Amesbury, or the Assessor's office may be asked to verify the name on the residency. If you do not have any of the above means, you may additionally be asked for proof of rent payment to an Amesbury address through a cancelled check or money order.

If you cannot provide residency documentation, the Amesbury Public Schools will ask the attendance officer to investigate the living situation. If it is determined that you do not reside in Amesbury, your child will be dismissed immediately from the Amesbury Public Schools. The average most up-to-date per pupil cost to educate a student in Amesbury will be charged. Additional penalties, including fines and legal action, may be imposed on families found to be in violation of the residency policy.

Any attempt to subvert this policy is considered theft of services by the Amesbury Public Schools. This decision may be appealed first to the Assistant Superintendent, and finally to the Superintendent of Schools, whose decision shall be final.

Legal References: MGL Ch. [71. §6a](#), MGL Ch. [76. §6](#)

Adopted: 2010

Revised: 2011; 2012; 2013

JFAB - NON-RESIDENT STUDENTS

Students who do not legally qualify as "residents" of the city may attend under the following circumstances:

1. To provide, temporarily, for the continuous progress of children whose families may move out of the city after May 1st and would like their child to finish the current school year.
2. To assist residents who have undertaken the legal guardianship or custodial care of children from outside of the city due to a child's need for such care because of special family circumstances.
3. To bring into the school system, on occasion upon recommendation of the high school principal, students from other countries who are the guests of residents under an established Exchange Program who have been recognized for purposes of school attendance by the School Committee., subject to the following conditions:
 - a) Student is in possession of a J-1 Visa.
 - b) Students in the exchange program must be between 15 and 18 ½ (as of the beginning of the program) and must not have been awarded a diploma or a certificate of completion in the student's home country.
 - c) Students must have written and oral English skills sufficient to function in regular classes without special assistance.
 - d) No diplomas will be issued to J-1 students. Those students who are placed in Grade 12 will be permitted to participate fully in commencement exercises and to be recognized with a school certificate for satisfactory attendance and participation in the school.
 - e) Under no circumstances shall more than six foreign exchanges students be attending Amesbury High School at any given time.
 - f) It is the responsibility of the area exchange program representative to notify the Principal within forty-eight (48) hours if an exchange student withdraws from the school or changes host families during the school year.
4. To educate those students who the School Committee has entered into a Memorandum of Understanding (M.O.U.) for the purpose of educating such student(s). (i.e., the M.O.U. with the South Hampton, NH School Board.)
5. Students who move during their senior year: If a student's family moves out of the school district after September 30 during his/her senior year, particular consideration may be given by the Superintendent to the family's petition that the student be allowed to complete the school year. The student may be allowed to complete his/her senior year, contingent upon the following:
 - a) If the School Committee of the new community, where the student is residing, makes a request to have the student continue in the District for the remainder of his/her senior year and the School Committee of the new community agrees to any tuition, if applicable. It is the responsibility of the student's parents or legal guardians to make such a request to the school committee of the new community in which they are residing.
 - b) The parents or legal guardians will provide the transportation for their child. The District will not provide transportation to a student who attends school in the District pursuant to this section.
 - c) The Superintendent and/or the School Committee reserve the right to make exceptions.

Legal Refs. M.G.L. c. [76:12B](#); [71:6](#), [71:6A](#), [74:8](#), [76:6](#), [76:12](#)

Revised: 2007; 2008; 2013, 2015, 2016

JFABC - ADMISSION OF TRANSFER STUDENTS

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the school district will consult with the student's charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate.

The time of the school year when enrollment is sought shall be a factor in determining the student's grade level placement. The school district may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

Legal Refs. M.G.L. c.[12, Section 11](#) of the Acts of 2010

Source: Massachusetts Department of Elementary and Secondary Education

Adopted: 2011

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth 1 (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 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, 2 the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary 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>

Homeless Liaison

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

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

SOURCE: MASC October 2019

Approved: 5/4/20

JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

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

Definitions

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

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

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

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

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

APPROVED: 5/4/20

JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

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

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

The Superintendent shall designate an appropriate staff person as Foster Care Liaison to be the district liaison for students in foster care. The district's liaison for students in foster care will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

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

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

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC October 2019

Approved: 5/4/20

JFADB - MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

PURPOSE AND BACKGROUND

The goal of the Federal *McKinney-Vento Homeless Education Assistance Act* is to ensure that each homeless child, or youth, has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Amesbury Public Schools (APS) shall ensure that every effort is made to comply with this legislation.

School districts and schools may not separate homeless students from the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to have an opportunity to meet the same challenging State academic achievement standards to which all students are held. (Congressional Statement of Policy in section 721 of the McKinney-Vento Act.)

DEFINITION

Amesbury Public Schools is in compliance with *the Massachusetts Department of Elementary and Secondary Education* (MADESE) which has adopted Section 725(2) of Act regarding the definition of homeless children and youth:

Section 725 of the McKinney-Vento Act defines the following terms:

- a. Homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:
 1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 4. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in circumstances described in this definition.
- b. Enroll and enrollment include attending classes and participating fully in school activities
- c. Unaccompanied youth includes a youth not in the physical custody of a parent or guardian

LIAISONS

The McKinney-Vento Act requires APS to designate a staff person to serve as the Homeless Education Liaison, whose role is to assist homeless students in enrolling in school and to ensure that they receive the educational services for which they are eligible. This liaison may have other duties within the school district. This Homeless Education Liaison is the Director of Student Services and Special Education.

The Amesbury Public School District contracts with Pettengill House, Inc. a Social Service Agency which assists McKinney designated students and their families in accessing adequate health insurance, health care, local and state eligible programs and housing.

ENROLLMENT

Amesbury Public Schools must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment—such as school records, medical records or proof of residency.

Furthermore:

- homeless students have a right to, either remain in their school of origin, or to attend school where they are temporarily residing;
- students who chose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- the Homeless Education Liaison must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

The McKinney-Vento Act defines "school of origin" as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. (Section 722 (g)(3)(G)). APS shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin. Furthermore:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation;
- if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin, and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and the costs must be shared equally.

ACCESS TO COMPARABLE SERVICES

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under *Title I* or similar state or local programs; programs for students with disabilities, programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the location educational liaison or the director of the homeless shelter or the identified designee where the students reside, as the determination of eligibility for free lunch.

ACCESS TO PRESCHOOL

An important goal of *McKinney-Vento* is to afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The APS District Homeless Education Liaison and early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers must coordinate and collaborate to review and revise practices or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

DISPUTE RESOLUTION

If a dispute arises over school selection or enrollment, the APS will immediately enroll the homeless student in the school in which enrollment is sought—pending resolution of the dispute—and must provide the parent, guardian, or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The APS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

PROHIBITING THE SEGREGATION OF HOMELESS CHILDREN AND YOUTH

An LEA may not educate homeless children and youth in settings in which they are segregated from non-homeless students, but must mainstream them into the regular school environment. (Section 722 (g)(1)(J)(i)) LEA's may segregate homeless students from other students only as necessary for short periods of time (a) for health or safety emergencies, or (b) to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (Section 723 (a)(2)(B)(ii)).

UNACCOMPANIED YOUTH & CHILDREN, AND YOUTH IN STATE CARE OR CUSTODY

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth temporarily living with friends or relatives. Also, in collaboration with the Department of Social Services, MADESE has determined that children and youth in state care or custody who have been placed out of their homes in temporary, transitional or emergency living placements are awaiting foster care placement and, therefore, homeless.

Unaccompanied youth or students in state care or custody who are awaiting foster care are entitled to the same educational rights and services, including transportation, under *McKinney-Vento* as any homeless child or youth in the care of their parent(s)/guardian(s).

Legal Regs.: Congressional Statement of Policy,

Section 721 of the McKinney-Vento Act

Section 722(g)(3)(G) & (g)(1)(J)(i)

Section 723 (a)(2)(B)(ii)

Section 725(2) of the McKinney-Vento Act

Section 725 of the McKinney-Vento Act

Section 1309 of Elementary and Secondary Ed. Act of 1965

Adopted: 2005

Revised: 2007; 2008; 2012; 2013

JFBB - SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. [76:12B](#)) and under the following local conditions:

1. That by April 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by May 1 of every school year, the School Committee will vote to affirm this policy.
4. That the selection of students for admission when the number of requests exceed the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who has completed the 10th grade and is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic performance or proficiency in the English language.
7. School Choice will close at the beginning of each school year. If a student is not enrolled by August 15th, they will have to be put on a waiting list.
8. School Choice regulations and laws will be followed.

Legal Refs. M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26.00](#)

Adopted: 2007

Revised: 2008; 2012; 2013

JFCB/GBCBC - PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXING, DISCRIMINATION, AND HATE CRIMES

I. GOALS

The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

Additionally, students will be protected from being bullied by a member of the school staff, which includes, but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

II. GENERAL STATEMENT OF POLICY

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. 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 our School District. The District will also not tolerate retaliation against persons who take action consistent with this Policy.[2]

A. APPLICATION

This Policy applies to all sites and activities that the District supervises, controls, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function or program, at a school bus stop, on a school bus or other vehicle owned, leased or used by the District, or through the use of technology or an electronic device owned, leased, or used by a school district or school. The bullying policy applies to any 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 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 or materially and substantially disrupt the education process or the orderly operation of the school. It applies to all students, school committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students, and visitors to District schools. Nothing in this Policy, however, is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other authority, or in response to violent, harmful, or disruptive behavior, regardless of whether this Policy covers the conduct.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect and restore a sense of safety for the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

C. DEFINITIONS

The definitions of terms used in this Policy, including descriptions of conduct this Policy prohibits, appear in the "Glossary of Terms."

III. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. Complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, pregnant or parenting status, gender identity or expression, sexual orientation, physical appearance, physical, mental, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
3. Ensuring that (s)he does not bully another person;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

B. Each School Employee, Independent Contractor and School Volunteer is ALSO responsible for:

1. Responding appropriately when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. Cooperating with the District's efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes; and
3. Promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct.

IV. PROTECTION AGAINST RETALIATION

The District will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, or file a complaint or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

V. REPORTING AND RESOLUTION PROCESS

A. DESIGNATED OFFICIALS FOR REPORTING

1. In Each School Building

The school principal or the District's Equity Coordinator is responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity Coordinator, Lyn Jacques, 5 Highland Street, Amesbury, MA, 978-388-0507.

2. For the Central Administration

The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

B. REPORTING PROCEDURES

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred must promptly report the alleged incident(s) to a designated official.
2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to a designated official.
3. Any school community member may also report possible incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal, the District Equity Coordinator or to the Superintendent. Students or other persons may also make anonymous reports.
4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.
5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent.
6. All complaints or reports about a violation of this Policy must be documented on the District's "Reporting/Complaint Form". The form is available at the front office of each school and at the central office. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school principal (or designee) who receives the oral complaint or report will promptly prepare a written report, by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
7. On the District's Reporting/Complaint Form, the principal (or designee) will summarize any initial action taken and forward a copy to the District Equity Coordinator.
8. Reporting Sexual Abuse and Other Serious Criminal Conduct

a. General Laws Chapter [119, Section 51A](#), makes administrators, teachers, school nurses, guidance counselors and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under G.L. c. [119, Section 51A](#), a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, guardian, school staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the DCF.

b. The principal, Equity Coordinator and/or Superintendent will report certain forms of sexual harassment and conduct (i.e., unwanted sexual touching or sexual assault) that may constitute a crime to the local police.

c. The principal, Equity Coordinator and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, certain bullying conduct and other acts of a criminal nature to the local police for criminal investigation.

C. FILING A COMPLAINT OR REPORT

1. The complainant or reporter files a written complaint or report with a designated official, using the District's Reporting/Complaint Form, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.
2. A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete the District's Reporting/Complaint Form based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the Reporting/Complaint Form.

D. PROCEEDINGS

STEP ONE

1. The designated official will separately meet in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will talk about the formal process, explain the prohibition against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

STEP TWO

2. A designated official will conduct an investigation in accordance with the procedures described in Section E, Investigations.

STEP THREE

3. The designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.

4. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.

5. The principal, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent (if the subject of the complaint is an assistant principal or principal) or school committee (if the subject of the complaint is the superintendent) will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct, and state and federal law.

STEP FOUR

6. The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

7. If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.

8. **File Retention:** If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.

9. If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

10. Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

STEP FIVE

11. A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

12. The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

13. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

E. INVESTIGATIONS

1. **Prompt and Thorough Investigations:** The school or District, through a designated official, in consultation with the District Equity Coordinator, will promptly investigate all reports or complaints of an alleged violation of this Policy (**even where the offender is unknown**), as set forth below. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. No complaint is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a target and the rights of a wrongfully accused individual.

2. **Emergencies:** School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

3. **Opening Investigations:** Upon receipt of a report or complaint, a designated official, in consultation with the District Equity Coordinator, will promptly undertake an investigation or authorize a third party designated by the District or school to undertake an investigation.

4. **Investigative Procedure:** The designated official investigating the incident will gather and preserve evidence, and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or other acts of a serious criminal nature, the designated official will confer with the local police department or other law enforcement agencies prior to gathering or preserving evidence to determine if the incident requires law enforcement involvement. Until the designated official confers with the local police, however, s(he) will secure the evidence from contamination or removal. The investigation will generally consist of personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident or circumstances giving rise to the report or complaint. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances. The designated official should take notes during interviews, or prepare them soon thereafter, for the purpose of maintaining accurate records. The designated official will also generally review and evaluate any other information or document, including video recordings, voice mails, e-mails, instant messages, information regarding any prior incident(s) committed by the subject of the complaint, or any other item deemed relevant to the allegations.

5. **Communication During Investigation:** Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.

6. **Time for Investigations:** The designated official will complete his/her investigation as soon as practicable after (s)he receives the complaint or report.

7. **Ensuring Safety During Investigation:** The designated official, in consultation with the District Equity Coordinator, will take any step s(he) determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps for students may include, but are not limited to, ordering interim disciplinary action under the Student Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment, instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities, and monitoring compliance and reporting non-compliance of protective orders issued by a court. Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.

8. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.

9. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.

10. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

F. BASIS FOR DETERMINING WHETHER POLICY VIOLATED

A designated official, in consultation with the District Civil Rights Coordinator, will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.

G. CONFIDENTIALITY

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and its Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable and state and federal confidentiality laws and student record regulations.

VI. DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the District Equity Coordinator, concludes that the subject of the complaint has violated this Policy, the District will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies and state and federal law.

B. ACTION CONCERNING STUDENTS

Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the target; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations classes; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law. In appropriate cases, the District may contact law enforcement agencies or other state agencies.

Discipline for Students with Disabilities

The District will comply with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). Students who receive their education pursuant to an IEP may not be removed from his or her current placement for more than 10 school days without a determination as to whether or not the behavior that forms the basis of the disciplinary action is related to the student's disability. The District Director of Special Education will be notified regarding the discipline of any student with a disability. For more information regarding the discipline of students with disabilities please contact the Director of Special Education, Lynn Catarius at 978-388-0531.

Discipline for Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination. For more information on the discipline of students on 504 plans, contact the Equity Coordinator, Lyn Jacques at 978-388 0507.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment termination, supervision, training, and counseling.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with the District or school, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to District schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor's access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

The District will employ a variety of prevention and remediation strategies to maintain to the extent practicable a safe school climate conducive to learning, and ensure that all school community members assume responsibility for their behavior and its consequences.

H. ACTION CONFORMING TO LAW AND APPLICABLE CONTRACTS

Any disciplinary or corrective action taken for violation of this Policy will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal law, and District policies. The District will contact law enforcement agencies if and as appropriate.

VII. ADDITIONAL PROVISIONS

A. OVERSIGHT OF DISTRICT'S COMPLIANCE WITH POLICY

The District designates Lyn Jacques as the District Equity Coordinator who, under the supervision of the Superintendent, will ensure the successful administration of and compliance with this Policy. The District will post conspicuously in the central office and in each school the District Equity Coordinator's name and his/her mailing address, telephone number and email address. The District Equity Coordinator's responsibilities include:

1. Maintaining complaint and investigation records under this Policy and of Informal and Formal Proceedings;
2. Maintaining and regularly analyzing documentation of incidents of harassment, bullying, discrimination, retaliation, and hate crimes throughout the District;
3. Advising and assisting with and/or conducting investigations of complaints and reports of violations of this Policy;
4. Regularly assessing the need for and arranging training of school and District personnel and students on the requirements of and compliance with this Policy;
5. Assisting the Superintendent in regularly reviewing the effectiveness of the District's efforts to correct and prevent harassment, bullying, discrimination, retaliation, and hate crimes and proposing improvements in those efforts, consistent with 603 CMR [26.07](#) (1) & (4);
6. Ensuring that appropriate District and school officials are informed about violations of this Policy and the adequacy of the response;
7. Reviewing this Policy annually for compliance with state and federal law and updating it as necessary; and
8. Ensuring that s(he) and the District and school Title II, Title VI, Title IX and Section 504 coordinators are provided appropriate training to serve in this capacity and receive regular updates on changes in laws, regulations, policies and procedures concerning harassment, bullying, discrimination, retaliation, and hate crimes.

B. POLICY DISSEMINATION

1. At the beginning of each school year, the District will distribute this Policy to all school employees, provide a summary of the Policy to volunteers and independent contractors, and publicize the Policy within the school community.
2. The District and its schools will incorporate a summary of this Policy in the Student Handbook and in each school's code of conduct, and explicitly state that a violation of this Policy is subject to disciplinary action under the school's code of conduct. These documents will be provided to students, parents and guardians each year and will inform them of this Policy in the same manner that they inform parents and students of other policies. The Superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter [71, §370](#) of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.
3. The District will ask each student (if in grade 5 and over) and his/her parent or guardian to provide written confirmation that they received, read and understand the Student Handbook that includes a summary of this Policy, and agree to comply with the Handbook's provisions.
4. To the extent practicable, the District will translate a summary of the Policy into the non-English languages spoken at home by a significant number of parents or guardians of District students.
5. The District will post this Policy and a summary of the Policy on its District's website and conspicuously in each school building in areas easily accessible to students and staff.

C. TRAINING OF SCHOOL EMPLOYEES AND STUDENTS

1. The District will provide in-service training at least annually for all school employees, independent contractors, and school volunteers regarding the prevention and appropriate methods for reporting and responding to harassment, bullying, discrimination, retaliation, and hate crimes; their responsibilities under the Policy; requirements imposed by state and federal civil rights and education laws, including CMR [26.00](#); and the District's mission, goals and requirements under this Policy.
2. The District will provide education at least annually for all its students in the fifth through twelfth grades regarding how to identify, report and file a complaint or report under this Policy; their rights and responsibilities under civil rights and education laws; and the District's goals and requirements under this Policy. The District will also provide instruction at least annually to all students in kindergarten through fourth grade regarding how to identify and report harassment and bullying.
3. The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter [71, §370](#) and related guidelines issued by the Department of Elementary and Secondary Education.

LEGAL REMEDIES

Any school community member may also pursue legal remedies or other avenues of recourse, including filing a complaint with the Massachusetts Department of Elementary and Secondary Education (Problem Resolution System), at (781) 338-3700; the Massachusetts Office of Attorney General, Civil Rights Division, at (617) 727-2200; the Office of Civil Rights of the United States Department of Education, at (617) 963-2917, the Massachusetts Commission Against Discrimination, at (617) 994-6000 or the Equal Employment Opportunity Commission, at 1 800-669-4000; filing a civil lawsuit; or pursuing criminal prosecution.

GLOSSARY OF TERMS

AGGRESSOR

A student or staff who engages in bullying, cyberbullying, or retaliation.

BULLYING

Bullying, as defined in M.G.L.c. [71 & 370](#) is the repeated use by one or more students, or members of school staff, of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying. (See Student Code of Conduct for how the District addresses bullying not covered by this Policy.)

COMPLAINANT

A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

CYBER-BULLYING

Cyber-bullying is 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 (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

DISABILITY

A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (c) is regarded as having an impairment, or (d) has an individualized education program (IEP).

HARASSMENT

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, gender identity, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment. A single incident, depending on its severity, may constitute taking personal belongings, taunting, teasing, name-calling, or spreading rumors;

- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks);
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites;
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint).

HAZING

The term "hazing" shall mean any conduct or method of initiation, even if consented to, 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, but is not limited to, 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. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

SEXTING

Sexting is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

INDEPENDENT CONTRACTOR

Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

NATIONAL ORIGIN

A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

RETALIATION

Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

REPORTER

A person reporting an incident who is a third party and not the target of the alleged conduct that violates the Policy.

SCHOOL COMMUNITY MEMBER

Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

SCHOOL EMPLOYEE

Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

SCHOOL-RELATED ACTIVITY

Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility for students; or where students are using school transportation or are at a designated school bus stop.

SCHOOL VOLUNTEER

Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

STAFF

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

[1] Whenever this policy refers to any time frame, it shall mean as soon as practicable under the circumstances.

[2] **Any other conduct harmful to school climate and subject to discipline is governed by the Student Code of Conduct and other District policies.** This Policy only covers conduct directed at a target because of his/her race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability, or to bullying behavior. **See Glossary of Terms.**

[3] Where there is a felony complaint or conviction of a student involving reported or complained-of conduct in violation of this Policy, the principal of the school where the student is enrolled may decide to proceed under the requirements of General Laws Chapter [71, § 37H 1/2](#).

[4] Pursuant to state law, bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Legal Refs.: M.G.L. c.[71, §37H](#) & [37H 1/2](#)

M.G.L. c.[119, §51A](#)

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR 26.07 (1) & (4) & CMR 26.00

Replaces: JFCB/GBCBC & GBCBC/JFCB

Adopted: 2005

Revised: 2006; 2007; 2008; 2010; 2011; 2012; 2017; 2020

JFCD/GBCBD - SEXUAL HARASSMENT

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. 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 our School District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy.

The Amesbury Public School District prohibits sexual harassment of school district employees, applicants for employment, or students by any employee, student, or non-employee who conducts business with the school district. This policy applies to conduct during and relating to school, school sponsored activities, and school district business. The Amesbury Public Schools consider sexual harassment in the work and educational environment to be inappropriate and offensive.

Definition of Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, in any form such as e-mails, instant messages, sexting via cell phone or websites, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made, either expressly or by implication, a term of condition of any individual's employment or educational program;
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment or educational decision affecting the individual;
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive working or educational environment or of adversely affecting the employee's or student's performance, advancement, assigned duties or any other condition of employment, career development, or educational programs;
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, assignments, programs or activities available in the work environment or through the educational institution.

Examples of conduct which may constitute sexual harassment, whether committed by a supervisor, any other employee of the schools, student, or any non-employee doing business with the Amesbury Public Schools, include but are not limited to:

1. Leering, staring, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading description
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures via cell phone or any other electronic form (sexting) that disrupt the educational or work environment
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of a sexual nature of normal movements
8. Displaying sexually suggestive objects in the educational or work environment

Discipline/Consequences

Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in the sexual harassment of students may be subject to disciplinary action up to and including dismissal. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and District Equity Coordinator shall be disciplined appropriately.

The Amesbury School System's ability to discipline a non-employee will be limited by the degree of control that the Amesbury Public Schools has over the alleged harasser or employer of the alleged harasser.

Reporting Procedure/Investigation

1. The Amesbury Public Schools encourages and expects employees and students to report incidents of sexual harassment to their building principal and/or designee and the District Equity Coordinator for the Amesbury Public Schools, Elizabeth McAndrews, 5 Highland Street, Amesbury, 01913, 978-388-4800.
2. Any building principal or designee who receives a complaint, verbally or in writing must notify the District Equity Coordinator within twenty-four (24) hours or within a reasonable extension of time thereafter for good cause.
3. No complainant shall be required to report an allegation of sexual harassment to the individual who is the harasser.
4. It may be possible to resolve an offensive situation informally without an extensive and involved investigation. However, any involved parties may request a formal investigation at any time. Based on the seriousness of the charge, the District Equity Coordinator may decide that a formal investigation is most appropriate to address the issues. Also, the informal procedure may be inappropriate for subsequent allegations of similar conduct by the same individual. Steps taken under this informal procedure will be documented by the District Equity Coordinator.
5. Upon receipt of an allegation of sexual harassment, an investigator will initiate an investigation into the complaint within forty-eight (48) hours.
6. The Amesbury Public Schools will designate specific employees at each school who are trained to investigate sexual harassment complaints. All complaints will be resolved within thirty (30) days.
7. Verbal reports of sexual harassment will be put in writing by the individual complaining or by the person who receives the complaint
8. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances

The investigation will consist of personal interviews with the complainant(s), the individual(s), against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether "alleged conduct" constitutes a violation of this policy, the Amesbury Public Schools shall consider the surrounding circumstances: the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

9. The complaint investigator will put his/her findings in writing and will forward a copy to the Title IX Compliance Manager within one week or a reasonable extension of time thereafter for good cause after concluding the investigation.

10. The investigator will communicate his/her findings to the complainant and the alleged harasser as expeditiously as possible.

11. Results may be indeterminate. If so, the matter will be recorded as unresolved and the record of the investigation will be maintained by the Amesbury Public Schools separate and apart from any student or personnel file.

Appeals Procedure

A party may appeal the Title IX Compliance Manager's decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Title IX Compliance Manager's decision will be reviewed to ensure adequacy of the investigations and conclusions. Parties will be given an opportunity to submit additional relevant information. The Superintendent will make a decision and provide it in writing to involved parties within thirty (30) school days.

Corrective Procedures

Upon completion of an investigation and substantiation of the alleged harassment the Amesbury Public Schools will take appropriate corrective action. Such action may include, but is not limited to, an apology, direction to stop the offensive behavior, counseling or training, warning, suspension, exclusion, expulsion, transfer, remediation, termination of employment.

Sexual Harassment

The Amesbury Public Schools district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal laws and Amesbury Public School policies.

The result of the Amesbury Public School's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the Amesbury Public Schools in accordance with state and federal laws regarding data or records privacy.

The result of the Amesbury Public Schools' investigation of each complaint filed under these procedures will be reported in writing to the alleged harasser by the Amesbury Public Schools in accordance with state and federal law regarding data or records privacy.

Retaliation

Any employee who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be subject to disciplinary action up to and including dismissal.

Any student who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of any complaint of sexual harassment will be subject to disciplinary action up to and including expulsion.

Any non-employee doing business with the Amesbury School District who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be disciplined subject to the extent that the Amesbury Public Schools has control over the non-employee or his/her employer.

Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Massachusetts Dept. of Elementary and Secondary Education, Massachusetts Commission Against Discrimination, Equal Employment Opportunity Commission, and the Office of Civil Rights of the U.S. Dept. of Education., J. W. McCormack, POCH, Room 222, Boston, MA 02109, telephone: 617/223-9662, initiating civil action or seeking redress under criminal statutes and/or federal law.

Sexual Harassment as Child Abuse

Under certain circumstances, alleged sexual harassment may also constitute abuse or neglect under M.G.L. c.119 51A. If so, the requirements for mandatory reporters under that statute are not abrogated by this policy.

Legal Refs.: M.G.L. c. [71](#), [§37H](#) & [37H 1/2](#)

M.G.L. c. [119](#), [§51A](#)

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR [26.07](#) (1) & (4) & CMR [26.00](#)

Adopted: 1996

Reviewed: 2003; 2004

Revised: 2007; 2008; 2010; 2011; 2012

JFCH - DRUG AND ALCOHOL USE BY STUDENTS

The Amesbury School Committee recognizes that the use of alcohol and other drugs and the problems associated with it are becoming increasingly commonplace in our society and among youth. One's own chemical use or that of a family member or friend can have serious and lifelong consequences.

The Amesbury School Committee recognizes that students often need education, assistance and support because of their own drug use or because of drug-related problems in peers and family. The school system is committed to providing education and assistance to any student in need. Also, many students require support for their decision to remain drug free. All students are required to take a health course as part of the high school graduation requirements. Instruction through this course will include the education of students about the dangers of substance use and abuse. In addition, the district will provide students with access to various staff members (e.g. school adjustment counselor, school resource officer, guidance counselor, administration, teachers) to assist with the prevention of substance use.

The Amesbury School Committee believes that to take steps to promote, enhance and maintain a drug free school system and student body is in the best interest of the community. Together with parents and the community at large, it shares responsibility for helping students remain drug free.

The possession, use, delivery, transfer, or sale of alcoholic beverages or controlled substances including synthetic drugs by students, while in school, prior to or during school sponsored events, or within a radius of 1,000 feet of school property, is illegal and is expressly forbidden.

The Amesbury Public Schools and the Amesbury Police Department jointly execute the conditions set forth in the Memorandum of Understanding, signed annually.

Legal Ref: M.G.L. [c94c:31](#)

PL 101-226; 5145 Drug-free Schools and Communities Act Amendments of 1989

Adopted: 1991

Revised: 1993, 1996, 2006, 2013, 2016

Reviewed: 1998, 2003

JFCH-R - ALCOHOL AND OTHER DRUG USE BY STUDENTS

All violations are accumulated through a student's high school career.

I. VIOLATIONS AND CONSEQUENCES

FIRST OFFENSE: Parents and law enforcement will be contacted immediately upon verification of the violation of this policy in school or at a school sponsored event. The student will be suspended for up to five (5) days and will be ineligible for participation in all co-

curricular activities for a period of two (2) weeks or according to the MIAA chemical health rule when applicable. The principal may reduce the suspension and the loss of co-curricular eligibility, but not MIAA consequences, if:

- 1 Student agrees to see a designated Intervention Team (IT) member and follow his/her recommendations satisfactorily; OR
2. The student and family agree to an Alcohol and Other Drug Abuse (AODA) assessment provided at a State approved AODA agency in the community and conducted by a certified AODA counselor and follow his/her assessment.

SECOND OFFENSE: Parents and law enforcement will be contacted immediately upon verification of the violation of this policy in school or at a school sponsored event. A second offense will result in a suspension up to ten (10) days. Any reduction in suspension days is at the discretion of the principal. Appearance before the school committee for disciplinary action will be at the discretion of the building principal. The principal will require that:

1. The student agrees to see a designated IT member and follow his/her recommendations satisfactorily; OR
2. The student and family agree to an AODA assessment provided at a State approved AODA agency in the community and conducted by a certified AODA counselor and follow his/her recommendations.

THIRD OFFENSE: Parents and law enforcement will be contacted immediately upon verification of the violation of this policy in school or at a school sponsored event. Upon the recommendation of the principal, a Ch. 71, s37H and 37H ½ hearing may take place and may result in an expulsion.

Because of the potential dangers to the student presented by his/her acute intoxication with alcohol or other drugs, students exhibiting evidence of acute intoxication, incapacitation or a drug overdose in school or at a school sponsored event will be transported immediately to the local hospital, followed by immediate notification of parents and police. Following his/her return to school this policy guideline will be implemented.

Reductions in length of suspension or co-curricular ineligibility, or of withholding expulsion may be revoked whenever a student fails to demonstrate compliance with expectations of or satisfactory progress in the IT Program.

All school staff is expected to refer to the IT in their building:

1. any student who they witness in violation of the above policy;
2. any student who exhibits a definite and repeated pattern of unacceptable school performance which does not respond to usual and customary attempts to correct it (IT referral forms attached herewith);
- 3 any student exhibiting signs, symptoms or indications of an AODA related problem;
4. any student whose self-disclosed AODA related behavior places them or others at risk or imminent danger.

II. INTERVENTION TEAM PROGRAM

Referral of a student to the IT by itself does not constitute an allegation that a student has an AODA related problem.

1. Students may also be referred to the IT through self-referral or referral by peers, parents, or community representatives.
2. An essential feature of the program is that students and their family members are encouraged to contact the building administrators and/or the IT for help with AODA related problems, with the assurance that such contacts will be handled sensitively and confidentially.
3. Upon referral to the IT, he/she may consult with the student, parents, and/or staff members in an attempt to assess the nature and scope of the student's problem. This initial screening will result in one or more of the following recommendations:
 - a. No apparent personal or performance problem at this time; no further action is necessary at this time;
 - b. No apparent AODA related problem at this time; however, referral to other in school or community services is appropriate;
 - c. Further assessment interviews with the IT are needed;
 - d. The student needs to contract for specific behavioral changes in AODA related behavior, monitored through regular meetings between the student and the IT;
 - e. The student needs to satisfactorily complete an IT recommended support group after which additional recommendations will be made;
 - f. The student requires an in-school assessment, involving the student, parents, and IT staff, conducted by a certified AODA counselor for an approved AODA agency in the community;
 - g. The student requires referral to an approved AODA agency for a professional assessment;
 - h. Assessment information supports the need for chemical dependency treatment in an inpatient or outpatient program in the community;
 - i. The student requires involvement in other community services, such as Alateen, Alcoholics Anonymous, Narcotics Anonymous, etc.
4. Except for violations reported under Section 1, a student who self-refers to the IT Program and who is making satisfactory progress in following IT recommenda- tions will not be liable to suspension, co-curricular ineligibility, or other disciplinary action for behavior which occurs prior to self-referral unless:
 - a. the student discloses conduct already reported under Section 1, as a witnessed violation; OR

- b. the student fails to follow the IT recommendations or to make satisfactory progress in the IT Program.
5. Evaluations concerning "satisfactory progress in the IT Program" will be made by the building IT in consultation with the building administrator, and support group facilitators as necessary.
6. Participation in the IT Program is voluntary. At all times it is the prerogative of the student and/or parent to accept or reject referral to the IT coordinator/counselor or to community-based services.
 - a. Regardless of whether a student accepts or rejects assistance, it remains his/her responsibility to bring school performance up to acceptable levels or face such corrective or disciplinary actions as may be warranted.
 - b. If a student accepts treatment for chemical dependency, that fact will be considered as it would for any other illness with respect to the student's rights, benefits and privileges.
 - c. When either the student or parent(s) do not wish to cooperate in making needed assistance available, the student's status in school may have to be reevaluated, taking into account the best interest of the student, the nature of the problem, and the health, safety, welfare, educational opportunity, and rights of other students and staff.
 - d. Any student judged by the building administrator to present a risk of imminent danger to himself/ herself or others may be removed from the school pending the results of a professional evaluation.
 - e. The school district regards chemical dependency to be a chronic, progressive illness which is fatal if left untreated. Consequently, refusal by parent to seek treatment for a chemically dependent child will result in a report to the Department of Social Services for suspected child abuse/neglect under Section 41A of MGL.
7. No records of the student's participation in the IT Program will become part of the student's permanent record or cumulative file. Diagnostic labels such as "drug abuser" or "chemically dependent", in addition to pejorative labels, are never to be used in documents referring to a student. Additionally, professional discretion should be exercised in conversation about the student with third parties by any staff member.
8. The use of prescription medications [**Medication Administration Form**] is to be considered an exception to this policy when used by the individual for whom they are prescribed, when used in the manner and amounts prescribed, and when used in accordance with other school policies governing student medications.
9. Parents of all students participating in a drug or alcohol intervention IT Program will be specifically notified of their child's involvement at some point.
 - a. Parents will be informed of their child's involvement in the IT Program immediately in case of violations of this policy.
 - b. In cases where students participate in the program through self-referral or other avenues (Section 4), parents will be notified as soon as practical. The IT staff will document reasons behind their decision to postpone parent notification and involvement.
 - c. Prior parent notification and consent will be required in all cases before student contact with any certified AODA counselor who is from an approved AODA community agency and who is not a school district employee.
10. The school committee's protection from liability will be extended to all staff to the extent that they act in accordance with this policy and observe the procedures consistent with it established within their respective buildings.
11. The responsibility for operating the IT Program will be in the hands of each building administrator, or designee, who will interpret the district's policy to students, staff, parents and the community.
 - a. Final decisions regarding disciplinary action and the consequences of other violations of this policy will be made by the building administrator in consultation with the IT and other members of the building core team.
 - b. It shall be the responsibility of each building administrator, or designee, in conjunction with the IT, to develop procedures consistent with this policy and to permit the staff training and in-service necessary for their implementation.
12. The school committee will make available resources sufficient for personnel and training necessary for the implementation of this policy.
13. Community referrals will be available to students, parents and staff in each school.

Legal Refs.: M.G.L. Ch. 71, [s37H](#) and [37H 1/2](#)

Adopted: 1993

Reviewed: 1998; 2003

Revised: 2006; 2013

JFCV - TEEN DATING VIOLENCE

The Amesbury Public Schools is committed to creating a school climate that is supportive, respectful and safe. It is further committed to a climate that is free of violence and harassment among students, staff and visitors in its schools.

The Amesbury Public Schools will not tolerate any incidents of teen dating violence in its schools, on school grounds or at school functions. Acts of violence will be dealt with promptly and consequences will be based on the nature and history of the act. If an incident of dating violence occurs, interventions will include disciplinary actions up to and including expulsions. Additionally, recommendations may be made for counseling.

In the event of a dating violence incident, the following persons will be notified: the principal or his designee, caretakers of victim, caretakers of offender, guidance counselor and school nurse. Additionally, notification to outside resources may include: the police, hospital, Jeanne Geiger Crisis Center, District Attorney and Department of Social Services.

DEFINITION

Teen dating violence is a pattern of coercive control one person exercises over another. It mirrors adult domestic violence in terms of it existing on a continuum of controlling behaviors. Such behaviors include the actual or threatened psychological, physical, sexual, cyber, sexting, transgender or economic abuse of an individual by someone with whom they have or have had an intimate relationship. The specific behaviors may range from verbal and emotional abuse, physical assault, to murder and rape. In addition, teen dating violence is seen by some as a stage in intergenerational cycle of violence, linking witnessing or experiencing violence during childhood to perpetrating or experiencing intimate violence in adulthood.

Because teens lack experience with intimate relationships, those in abusive relationships, often have difficulty in defining abuse as problematic. Incidents of the adolescent victim using physical violence toward his/her partner occur with more frequency than between adult victims toward adult perpetrators. Young people may perceive possessive jealousy and controlling behaviors as loving devotion.

Abusive teen dating relationships, similar to adult domestic violence, generally exhibit a pattern. The major elements include the following:

- violence that affects people from all socio-economic, racial, and ethnic groups
- repeated violence that escalates
- violence that increases in severity the longer the relationship continues
- violence and abusive behaviors that are interchanged with apologies and promises to change
- increased danger for the victim when trying to terminate the relationship
- occurrence in heterosexual and gay and lesbian or transgender relationships

COMPLAINT PROCEDURES

A complaint of dating violence may be filed by a victim, student, parent or staff member. The complaint may relate to verbal, nonverbal, written, physical, cyber, sexting, transgender or sexual behaviors which are observed, reported or experienced. The complaint may be filed verbally or in writing using the harassment complaint form, to the principal, his/her designee or equity coordinator. A prompt inquiry of the allegations will be initiated following the protocol for sexual harassment investigation as outlined in the student handbook. The investigation will maintain confidentiality to the extent consistent with a fair and full investigation whenever practicable.

Legal References: Civil Rts. Act - 1964

Title IX, Educational Amendments - 1972

Mass. Gen. Laws: Chapters 265, 209A, [119 Section 51A](#), [151B](#), [§3A](#)

Policies [JFCB/GBCBC](#) and [GBCBC/JFCB](#) Anti-Bullying Policies

Adopted: 1998

Reviewed: 2003

Revised: 2008; 2013

JFCV-R - TEEN DATING VIOLENCE REGULATION

Interviews will be conducted with the victim and person filing the complaint to determine if the behaviors are dating violence or other forms of harassment. The alleged offender will be interviewed separately. When the investigation is complete, parties involved will be informed, to the extent appropriate, of the results.

Investigations involving teen dating violence involving a minor will require parent/guardian notification. In addition, contact may be made with the police, Department of Social Services, under Massachusetts Law Chapter 119, Section 51A and District Attorney's office.

DISCIPLINARY ACTION

If it is determined that teen dating violence has occurred, it will be acted upon promptly to eliminate the offending behavior and, as appropriate, impose disciplinary action in accordance to the student handbook. Law enforcement and parents will be notified immediately upon verification of incident and the consequences may range from verbal warning/education to suspension/expulsion.

PROVISION OF SUPPORT SERVICES

The principal, in collaboration with selected support staff (equity coordinator, guidance counselor, nurse, teachers) will be responsible for development and implementation of a safety plan for the victim. Counseling and/or other referrals will be made available within both the school and community. Referrals for discipline/diversion/remediation programs will be made to the offender, either in school or to agencies with whom the school system has an agreement to provide such service.

PROTOCOL FOR RESTRAINING ORDERS

The parents/guardian, student or police will notify the school system that a Restraining Order (209A) has been issued. The principal or designee will hold separate meetings with each student and his/her parents/guardian to review the order and its implications.

The Principal, or his designee, in collaboration with counseling staff and school nurse, will develop and implement a safety plan. (attached form) The safety plan should include, but not be limited to:

- A review of the victims needs, concerns
- Identification of support and safe staff should violations occur
- schedule changes and issues

Follow up meetings will be scheduled to review the status of the plan as needed.

With the named defendant, who is a student, a meeting will be held to review the terms of the order, expectations for appropriate behavior and the consequence for violation of the order. Violation of a restraining order is a criminal offense and will be reported to police. The onus of the restraining order is on the defendant. A victim cannot violate the restraining order.

With the named defendant who is not a student, description and/or photograph will be kept on record. Police contact will be made to coordinate monitoring of the student victims safety and defendants behavior on or near school property and at school functions.

Legal References:

Civil Rts. Act - 1964

Title IX, Educational Amendments - 1972

Mass. Gen. Laws: Chapters 265, 209A, [119 Section 51A](#), [151B](#), [§3A](#)

Adopted: 1998

Reviewed: 2003

Revised: 2008; 2013

JFCV-E1 - RESTRAINING ORDER SAFETY PLAN

RESTRAINING ORDER

SCHOOL CHECKLIST

STUDENT NAME: _____ GRADE: _____ H.R. _____

(attach copy of filed restraining order)

CLASS SCHEDULE (attached)

DEFENDANT'S NAME: _____ GRADE: _____ H.R. _____

CLASS SCHEDULE (attached)

SCHEDULE CONFLICTS? _____

CLASS CHANGES TO BE MADE? _____

MEETING DATE(S) With Victim: _____ With Defendant: _____

SAFETY PLAN - TO INCLUDE:

- SCHEDULE CHANGES
- SCHOOL ARRIVAL (change in time, entrance, transportation, etc.)
- LOCKER
- LUNCH
- ROUTE CHANGES (include places to avoid/watch for...)
- SCHOOL DEPARTURE (time, entrance, etc...)

"SAFE" STAFF: _____

STAFF TO SHARE PLAN WITH (administrators, teachers, guidance): _____

POTENTIAL PROBLEM AREAS: _____

STRATEGIES TO PROBLEM SOLVE: _____

ANY ADDITIONAL SPECIAL CONDITIONS: _____

NOTE: The onus of the restraining order is on the defendant. A victim cannot violate the restraining order, though realistically, reasonable behavior and cooperation is required by BOTH PARTIES.

VIOLATION OF A RESTRAINING ORDER IS A CRIMINAL OFFENSE AND SHOULD BE TREATED SO BY REPORTING IT TO THE PROPER AUTHORITIES.

Adopted: 1998

Revised: 2008

Legal References: Civil Rts. Act - 1964

Title IX, Educational Amendments - 1972

Mass. Gen. Laws: Chapters 265, 209A, [119 Section 51A](#), [151B. §3A](#)

Adopted: 1998

Reviewed: 2003

JH - STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

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

Student Absence Notification Program

Each Principal or his/her designee will notify a student's parent/guardian daily of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

Recognizing the importance of consistent daily attendance in schools, those students who do not maintain consistent regular attendance in school may be subject to disciplinary action.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

SOURCE: MASC

LEGAL REFS.: M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

Updated: January 7, 2019

JHCA - ALLERGIES IN THE SCHOOL SETTING

The Amesbury Public Schools is committed to providing a safe and healthy school environment for all students. Allergies can be a significant health problem or life threatening for some students. The presence of food in all classrooms with the exception of classrooms that teach cooking as part of the curriculum is not permitted. Any exceptions to this policy must be approved by the building principal. Open food is not allowed on busses or vans.

Successful allergy management is a partnership among the parent/guardian(s), the student, the prescribing physician and the school system. It is the responsibility of the parent to notify their child's school of their child's allergies at the beginning of each school year. The student's physician must be involved in the diagnosis and treatment plan that the school will follow for students with allergy intolerance while in the school or at any school-sponsored event. The plan must be reviewed annually and revised as needed. No student will be excluded from school activities based solely on his/her allergies.

Legal References: MGL [71:37](#)

Legal Issues in School Health Services

Adopted: 2001

Revised: 2003, 2007, 2008

Reviewed: 2013

JHCA-R - ALLERGIES IN THE SCHOOL SETTING

PURPOSE:

The Amesbury Public Schools are considered "peanut sensitive/peanut aware." We recognize that it is not possible to eliminate all possible exposures. The purpose of these guidelines are to minimize the risk of exposure to allergens that pose a threat to the students in the Amesbury Public schools, provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities, and to educate the school community about life-threatening allergies (LTAs). The focus of this district-wide allergy management plan is prevention, education, awareness, communication and emergency response.

The consumption of food on routine bus routes is prohibited. Food may be allowed on longer trips with appropriate supervision by school personnel and for students with special health needs requiring the consumption of food at non-meal times.

School nurses may provide food to students when a student's medical status indicates a need.

ROLE OF PARENT/GUARDIAN:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after a new allergy is diagnosed). Notification of student allergies is accomplished through the Student Emergency cards, which are sent home at the start of the school year or when a new student enters the district. Cards are completed by the parent/guardian.
- Provide the school nurse with the medical documentation from your primary care provider with medication orders before your child enters school, or immediately after a diagnosis of life threatening allergy is made.
- Provide the school nurse with written permission to share this information with appropriate staff.
- Participate in developing an Individualized Health Care Plan (IHCP) and Allergy Action Plan (AAP) with the school nurse. Include a recent photograph of the child for the AAP. This plan can include a mechanism for ongoing communication with school staff.
- Provide the school nurse with at least annual updates on your child's allergy status.
- Provide the school nurse with written permission to communicate with the child's health care provider.
- Provide the school with at least two up-to-date epinephrine auto-injectors.
- Provide the school nurse with the licensed provider's statement if student no longer has allergies.
- Provide the school with a way to reach you (cell phone, beeper, etc.).
- Provide a list of foods and ingredients to avoid.
- Consider providing a medical alert bracelet for your child.
- Investigate field trip destinations for potential issues that may pose a risk, and inform child's teacher if you have any concerns.
- Review the list of student responsibilities with your child and be sure he/she understands his/her role.

Remember - the ultimate goal is that our children eventually learn to keep themselves safe by making good choices and advocating for themselves.

SCHOOL ADMINISTRATOR/DESIGNEE RESPONSIBILITY:

- Apply to the Massachusetts Department of Public Health for "Registration and Administration of Epinephrine" as described in 105 CMR 210.000. This registration is granted for a two-year period and involves the training of unlicensed personnel to administer epinephrine by auto-injector to individuals (with a diagnosed life-threatening allergy) experiencing a life-threatening allergic event.
- Include in the school district's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions.
- Develop procedures to assist schools at each level (elementary, middle and high) to adapt or modify the plan to meet special needs of individual students. Consider risk reduction for life-threatening allergies.
- Provide school staff, including substitute teachers, teacher assistants, and volunteers with a copy of Policy JHCA, its regulations, and exhibits.
- Ensure that an IHCP for each child with a LTA is created and implemented.
- Ensure that parent/guardians and/or classroom teachers will not bring food into classrooms for distribution to students on a regular basis.
- Entertain permission for special classroom events that include the consumption of food. Permission must first be obtained from the principal. The teacher will send home a notice of the event and will require written consent from a parent/guardian to allow their child to participate. For all school functions sponsored by auxiliary groups, the consumption of food will be allowed on an individual basis as described in that school's handbook.
- Monitor satisfaction of cleaning protocol for classrooms, cafeteria, and other areas in the school building.
- Provide emergency communication devices (e.g., two-way radio, intercom, walkie-talkie, cell phone) for all school activities, including transportation, that involve a student with life-threatening allergies.
- Support faculty, staff and parents in implementing all aspects of the life-threatening allergy management plan. Provide annual training and education for faculty and staff regarding:
 - o Anaphylaxis/anaphylactic reactions to foods, insect stings, medications, latex
 - o Risk reduction procedures
 - o Emergency procedures
 - o How to administer an epinephrine auto-injector in an emergency

- o Cafeteria management and food preparation for food service personnel
- Track education of all involved parties to ensure that they have been properly trained and updated.
- Have a plan in place when there is no school nurse available.
- Make sure that plans include notification and training, as indicated, of substitute teachers, substitute nurses and food service personnel.
- Provide guidance on district-wide issues such as transportation.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Review each emergency event involving the administration of epinephrine. The nurse leader and administration, with input from the school nurse, will determine the effectiveness of the process, why the incident occurred, what worked and what did not work in the district plan and procedures.
- Introduce and include relevant new research and evidenced based practices in the annual review of the plan and procedures.

ROLE OF SCHOOL NURSE:

- Meet with the student's parent/guardian to develop a draft of an Individual Health Care Plan (IHCP) and Allergy Action Plan (AAP). This should be accomplished prior to entry into school (or, for a student who is already in school, immediately after the diagnosis of a life-threatening allergic condition).
- Obtain written parent/guardian permission to share this information with appropriate school staff.
- Assure that the AAP includes the student's name, current photo, allergen, and symptoms of allergic reactions, risk reduction procedures, emergency procedures and that it is distributed to all staff that have a "need to know."
- Post general emergency protocol and location of epinephrine auto-injectors. Epi-Pens should be kept in a safe, accessible and reasonably secure location that can be properly supervised by a nurse or other authorized and trained staff member.
- Provide information to substitute teachers of those students in their classroom who have LTAs. This information includes the AAP.
- Periodically check medications for expiration dates and arrange for them to be current.
- Make arrangements for ambulance transportation to the nearest emergency facility for the evaluation of any student who was administered epinephrine, even if the symptoms have subsided. The student's parent/guardian will be contacted immediately.
- Complete the Massachusetts Department of Public Health's Epi-Pen administration form, in the event of Epi-Pen administration. Forward form to Nurse Leader before end of work day.
- Review the event and the appropriateness of the intervention with the nurse leader.
- Arrange periodic follow-up to review effectiveness of the IHCP, at least on an annual basis, or as often as necessary.
- Make sure that substitute school nurses are fully oriented to students with life-threatening food allergies and their care plans.
- Communicate with parents on a regular basis to assure all required information is current and available. Communication will include student readiness for self-administration.

ROLE OF TEACHER:

- Participate in district's annual education program on life threatening allergies.
- Maintain a list of all students in classroom with LTAs.
- Keep accessible the child's emergency plan with photo (where possible) in classroom (with parent's permission) or keep with lesson plan.
- Inform volunteers, student teachers, aides, specialists and substitute teachers about the child's food/other allergies and necessary safeguards by both verbal communication and in an organized, prominent and accessible written format.
- Coordinate with the parent/school nurse on providing a lesson plan about food allergies for the class and discuss anaphylaxis in age appropriate terms, with child's permission.
- Inform parents about events involving food and secure written permission for their student's involvement.
- Provide school nurse with adequate warning about school-sponsored off-site activities.

ROLE OF SUBSTITUTE STAFF:

- Participate in district's annual education program on life threatening allergies.
- Obtain information (AAP) from school nurse as to which students have LTAs in their classrooms each time they substitute. Return this information to school nurse by end of work day.
- Obtain a building specific list of Epi-Pen locations from school nurse.

ROLE OF FOOD SERVICE MANAGER:

- Participate in district's annual education program on life threatening allergies.
- Follow safe food handling practices to prevent cross contamination with potential food allergens.
- Follow cleaning and sanitation protocols.

ROLE OF STAFF WHEN OFF-SITE:

- Participate in district's annual education program on life threatening allergies.
- Maintain a list of all students in their charge who have LTAs.
- Coaches will be told of any students on their teams who have LTAs, will be trained in Epi-Pen administration and will encourage these students to carry the pens to all practices and events.
- Responsible students will be permitted to carry their own Epi-Pens.

ROLE OF STUDENT:

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- When self-administration is allowed, students should agree to keep their emergency medications on their person or immediately under their control and supervision at all times.

TRANSPORTATION STAFF RESPONSIBILITY:

- Maintain a policy of not permitting food to be eaten on school buses/vans.
- Provide functioning emergency communication devices.
- Know how and when to activate emergency medical services (EMS)
- Alternate transportation may be provided on a case by case basis.

The usual transportation fee will apply. Parents will be required to furnish written documentation by the students' attending physician stating that the student's LTA is so severe that the student requires alternate transportation.

Legal References: MGL: [71:37](#)

105 CMR 210.000

FERPA

Legal Issues in School Health Services

Adopted: 2001

Reviewed: 2003; 2013

Revised: 2007; 2008

JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

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

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 Days

The hearing with the Principal shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be 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 committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following 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; The right to be

represented by counsel or a lay person of the student's choice, at the student's/parent's expense; 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; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that 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 a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, 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, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent 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, 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.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ¼](#); [71:37H3/4](#); [76:17](#); 603 CMR [53.00](#)

JICA - DRESS CODE GUIDELINES

In accordance with Massachusetts state law there is an expectation that students dress in keeping with reasonable standards of safety, health, and cleanliness, so as not to detract from the education process. There is an expectation that students dress in a manner that is appropriate for a place of work and study. ***This policy also applies to face coverings as specified in policy ECBFA.***

Teachers, administrators and support staff also have an obligation to serve as role models for students in the manner of their dress.

A member of the faculty who feels that an individual is not in compliance with the dress code guidelines will report it to the administration.

The school building administration is authorized to take action in instances where individual dress does not meet the stated requirements as listed in individual school handbooks.

Legal References: M.G.L. [c71:83](#)

Adopted: 1999

Reviewed: 2003; 2008; 2013

JICB - STUDENT PUBLICATIONS

Students will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

Publications will be reviewed by the principal or his/her designee prior to distribution. Review of content prior to publication is not censorship, but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Students have a right to distribute literature on school grounds and in school buildings, except that the principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism.

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

Legal Ref: MGL [71:82](#) ch. 71 §82

Adopted: 1983

Revised: 1992; 1997; 2008; 2011

Reviewed: 2003

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. [71:2A](#); [71:96](#); [272:40A](#)

CROSS REFS.: [IHAMB](#), Teaching About Alcohol, Tobacco and Drugs

[GBEC](#), Drug Free Workplace Policy

ADOPTED: 2016

JIH - INTERROGATIONS AND SEARCHES

Searches by Staff

Desks, lockers and student storage facilities are provided for the storage of school-related materials and appropriate articles of clothing.

All desks, lockers, and other school storage facilities remain the property of the school. Students should not have an expectation of privacy in their desk, locker, or other school storage facilities. The following rules and restrictions apply to the student's use of their desk, locker or student storage facility:

The school reserves the right to inspect and search desks, lockers, student storage areas and student-accessed computers, at any time, for any reason, without any notice. The school reserves the right to conduct searches of desks, lockers, student storage areas and backpacks, and student-accessed computers by any means, including but not limited to searches conducted with trained canines, metal detectors or other technology. Under circumstances implicating a student's Fourth Amendment rights (for example, during the search of a person), the school will initiate and conduct a search only with reasonable cause and to a reasonable extent, consistent with constitutional principles.

Interrogations by Police

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

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

Adopted: 1983

Revised: 1996; 2003; 2009

Reviewed: 2012

JII - STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC

CROSS REF: [JIC](#) Student Discipline

JJA - USER FEES FOR CO-CURRICULAR/ATHLETIC ACTIVITIES

ESTABLISHING THE FEE

During the annual budget development process the School Committee will determine what, if any, fees will be assessed for participation in co-curricular/athletic activities. Typically, co-curricular/athletic user fees will be assessed for those activities requiring a paid advisor as outlined in the collective bargaining agreement.

WAIVER OF USER FEES FOR SELECT CO-CURRICULAR ACTIVITIES

In the case of participation in honor societies and students elected to the position of class officer, the co-curricular fee will be waived.

Adopted: 2008

Reviewed: 2009

JJD - COLLECTION OF STUDENT FEES, FINES AND CHARGES

The Amesbury School Committee provides students with books and other educational materials at taxpayers' expense. Students who do not return their books or other articles in satisfactory condition, must pay for the replacement cost of the book(s) or other material. Parents and/or guardians will be held responsible for books and materials issued to their children. Students may be denied certain privileges for the loss or damage of school property.

Furthermore, the school committee reserves the right to establish fees for participants in certain activities to support these individual programs. Examples would include, but are not limited to, student transportation (grades seven through twelve and/or beyond 1.5 miles from the local school), pre-school, co-curricular activities and athletics. Unless qualified for a scholarship, all fees are due upon the schedule established by the individual program. If the payment is not received, the Superintendent or his/her designee may take one or more of the following actions, unless or until prohibited by state law or regulation:

1. Prohibit participation of the student in the program
2. Prohibit participation of the student or other students in the student's household from participating in any future fee based program until or unless outstanding balances are resolved
3. Prohibit student participation in senior week activities or graduation exercises
4. Refer to small claims court or a collection agency

Unless otherwise specified through School Committee action, each fee shall be established on a yearly basis for the next school year.

Legal Reference: MGL Ch [71](#), [§49](#)

Adopted: 2010

JJE - STUDENT ACTIVITY ACCOUNTS

A program of co-curricular activities established by the School Committee should ensure that young people have an opportunity to take part in co-curricular and extra-classroom experiences; should provide efficient procedures for their creation, operation and demise; and should outline a system for the safeguarding, accounting and internal control of extra-class-room activity funds.

The raising and expending of student activity money by student bodies shall have one purpose: to promote the general welfare, education and morale of all students through the financing of the normal legitimate co-curricular activities of the student body operation. A student activity account shall be used for monies raised by student organizations and which will be expended by those organizations for their benefit. Monies deposited to a student activity account are governed by M.G.L. Chapter [71, Section 4](#) (as amended by Chapter 66 of the Acts of 1996).

The Superintendent must approve all student activity accounts. Student Activity Accounts will be established upon the recommendations of students to the building principal. The principal, in turn, will make a recommendation to the Superintendent of Schools. The accounts must be specific to a student organization. No discretionary or commingled accounts can be established. An interest-bearing Student Activity Agency Account shall be established for the purpose of conducting student activities. All monies received in conjunction with approved student activities will be deposited into such Student Activity Agency Account.

Each school principal will be provided with a checking account for expenditure purposes only. Funds may not be deposited directly into such accounts. The bank account will be issued via the City Treasurer with a branch in Amesbury.

The maximum balance for the student activity checking account shall be as follows:

Amesbury High School	\$10,000 July through March \$70,000 April through June
Amesbury Middle School	\$10,000 January through June \$70,000 July through December
All other schools	\$5,000

To the extent that funds are available in the Student Activity Agency Account, funds up to the maximum balances set by the School Committee will be transferred from the Student Agency Account through the warrant process to initially fund each checking account. Periodically, to the extent that funds are available in the Agency Account, the Treasurer will reimburse each checking account, through the warrant process, to restore the maximum balance.

All expenditures from the Student Activities Account will follow all other School Committee policies that apply. Expenditures from the savings/depository account are encouraged since these will pass through the warrant process prior to the check being issued. No personnel expenses can be charged to the Student Activity Checking Account.

Interest earnings from the student activity account may be expended for costs related to the operation of the student account. This includes, but is not limited to, bank charges, audits, specialized bonds for employees handling student activity monies, forms and tickets, and bookkeeping costs. Interest earnings not used for operational costs of the account will be turned over to the Student Assistance Account. This account shall be used to fund activities for students whose family cannot afford to pay various fees and other costs associated with participation in a club or activity.

Each school principal shall give bond to the municipality in such amount, as the City Treasurer shall determine to secure the principal's faithful performance of his/her duties in connection with such account. All other employees who handle student activity monies shall be covered either by an endorsement to a liability policy or through a separate bond issued by the City's insurance company.

The Director of Finance and Operations shall provide a Student Activity Manual to all principals which shall then be distributed to all Student Activity Advisors. Principals, faculty and staff shall comply with this policy, and the guidelines and procedures provided in the Student Activity Manual. All Student Activity Accounts shall have an annual audit conducted by the Director of Finance and Operations in accordance with DESE guidelines. In addition, an audit of Student Activity Accounts, shall be performed once every three years by an outside independent audit firm.

All monies belonging to staff (e.g. Sunshine funds, staff vending machines) cannot be maintained in student activity accounts.

Any student activity organization inactive for a period of three (3) years or more, and for which there has been no receipts or disbursements recorded on their behalf, shall require the following to be closed:

1. Written notification by the advisor or student officer/treasurer to the principal or other authorized administrator that the particular activity will cease to be a viable account. If an advisor or student officer/treasurer is not available, such discontinuance shall be by vote of the School Committee.
2. All assets of the recognized student activity organization shall be determined and stated in writing.
3. Any disposition of assets of an inactive recognized student activity organization shall be determined by the School Committee, but in no case shall the disposition benefit specific individuals. The primary goal of the disposition should be to benefit the student body.
4. Class accounts are established to benefit students currently enrolled in the Amesbury school system.

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Amesbury High School Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

I acknowledge that I have read and understand this policy:

AHS Class President

AHS Class Treasurer

Class Advisor

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.
Class advisors will be advised of this policy and advised to close class accounts.

The following Massachusetts ' relevant laws pertain to student monies and should be reviewed prior to development of a student activity account policy for the Amesbury School District.

I acknowledge that I have read and understand this policy:

AHS Class President

AHS Class Treasurer

Class Advisor

Legal References: M.G.L.c66 Acts of 1996 - Student Activity Accounts

M.G.L.c[44:53](#) - Lost Textbook Revolving Account

M.G.L.c[71:47](#) - Athletic Revolving Account

M.G.L.c548 - School Lunch Revolving Account

M.G.L.c[71:71](#) - Adult Ed. And Continuing Ed. Revolving Accounts

M.G.L.c[71:71](#) - Community School Programs Revolving Account

M.G.L.c[74:14](#) - Culinary Arts and other Vocational Technical Revolving Funds

M.G.L.c[44:53](#) - Grants and Gifts (covers all scholarships)

M.G.L.c268A - Conflict of Interest.

Adopted: 2000

Revised: 2003, 2016; 2019; 2021

Reviewed: 2005; 2009; 2018

JJIB - ATHLETIC PARTICIPATION POLICY

The Amesbury School Committee encourages as extensive participation as possible in all interscholastic sports.

The Amesbury School Committee hereby institutes a policy to allow the head coach, in consultation with the athletic director, the option of cutting team members from any team if excessive participants warrant such action. When the coach decides to cut a student from a team, a meeting must be held between that student and the coach explaining the rationale behind the coach's decision.

For sports that have had cuts due to excessive participation, students will not be allowed to join the team after the season has begun. If a sport has not had cuts, the athletic director may allow a student to join a team after the season has begun.

Adopted: 1983

Amended: 1996

Reviewed: 1998; 2003; 2013

Revised: 2006; 2009

JJIF - SPORTS RELATED CONCUSSION MANAGEMENT POLICY

Medical management of sports-related concussions is evolving. In recent years, there has been a significant amount of research and expert consensus-gathering concerning sports-related concussions in student athletes. This policy outlines procedures for staff to follow managing concussions, and outlines Amesbury Public Schools' policy as it pertains to return to academic and athletic activities after a concussion. This policy is based on current research, best practice, M.G.L. c. 111, § 222, and 105 C.M.R. 201.000 and attempts to provide guidance and structure to ensure safe participation in sports.

The Amesbury Public Schools seeks to provide a safe return to academics and activities for all students after injury, particularly after a concussion. In order to effectively and consistently manage these injuries, this policy has been developed to aid in ensuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, and are fully recovered prior to returning to activity. Finally, we state that parental commitment in monitoring the status of the students at home is a critical component to the successful implementation of this policy.

This policy should be reviewed on a yearly basis by the school medical and athletic staff and must, at a minimum, be reviewed every two years. Additionally, the Amesbury School District (K-12) student handbooks will contain information on how to access this policy.

I. Policy Statement:

This statement provides the policy and procedures necessary for the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extra-curricular athletic activities in order to protect their health and safety.

A. Amesbury Public Schools shall have policies and procedures governing the prevention and management of sports-related head injuries. The School Committee, consulting with the Board of Health, where appropriate, has adopted this policy and procedure to govern the prevention and management of sports-related head injuries within the school district. This policy was developed and proposed by a team that includes a school administrator, director of nurses, a school nurse, the athletic director, a certified athletic trainer, a guidance counselor and a teacher in consultation with any existing school health/wellness advisory committee. This policy and procedure specifically addresses sports-related head injuries occurring in extra-curricular athletic activities but may be applied to all head injuries in students. Review and revision of such policies and procedures shall occur as needed, but at least every two years.

B. Policy: The person overseeing the policy for Amesbury High School will be the Director of Athletics.

C. The Athletic Director, Fine Arts Liaison, Nurse Liaison, Guidance Liaison, a member of the administrative team, certified athletic trainer, and a teacher in consultation with our existing health/wellness advisory committee shall participate in biannual review of the policies and procedures required by 105 CMR 201.000 for the prevention and management of sports-related head injuries within the Amesbury Public Schools.

D. The Athletic Director will provide the Massachusetts Department of Public Health (MA DPH) an affirmation on school district letterhead, that it has developed these policies in accordance with 105 C.M.R. 201.000 by:

- a. January 1, 2012;
- b. September 30, 2013; and
- c. Every two years thereafter upon review or revision of the policy.

Legal Ref.: MGL c. [111](#), [222](#), 105 CMR 201.000

Adopted: 2012

JJIF-R - SPORTS RELATED CONCUSSION MANAGEMENT POLICY

I. Concussion Overview:

- A. A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. A person does not have to lose consciousness to suffer a concussion. A concussion may cause an immediate and typically short-lived impairment of neurologic function. A concussion may cause neuropathologic changes; however, the acute clinical symptoms largely reflect a functional disturbance rather than a structural injury. A concussion may cause a gradient of clinical syndromes that may or may not involve the loss of consciousness (LOC). The resolutions of the clinical and cognitive symptoms typically follow a sequential course.
- B. Second impact Syndrome: A rare phenomenon of diffuse brain swelling with delayed catastrophic deterioration has been labeled "second impact syndrome" due to the belief held by some that it occurs as the result of a second concussion before the effects of the initial concussion have been resolved. While rare, it is catastrophic and a major concern.
- C. Definition of "Extra-curricular Athletic Activity": As defined by the Commonwealth of Massachusetts law 105 CMR 201.000 Head Injuries and Concussions in Extra-curricular Athletic Activities means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or band leader including but not limited to Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extra-curricular athletic activities.
- D. "Parent" means the parent, guardian, or foster parent of a student.

II. Training:

- A. The following persons shall annually complete one of the head injury safety training programs approved by MA DPH:

All coaches and Advisors
Certified Athletic Trainers
Trainers
Volunteers
School and team physicians
School nurses
Athletic Directors
Band Director

Parent/guardians of a Student who participates in an extra-curricular activity; and students who participate in an athletic event sanctioned by the MIAA

The required training applies to the above individuals for one school year and must be repeated for every subsequent school year.

- B. In accordance with this requirement of training in the prevention and recognition of a sports-related head injury, and associated health risks including second impact syndrome, each school district employee or volunteer identified above, will complete the following training online:
<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>.

- C. Additionally, game officials shall also complete one of the training programs offered by MA DPH annually, and shall provide independent verification of completion of the training upon request from a school or school district.

- D. Annually, on or after July 1st of each school year, the persons identified above must supply a certificate of completion to the high school athletic director for relevant high school personnel and to the appropriate school principal for grades Pre-K to 8 for relevant school personnel.

- E. Concussion Education for Student athletes and Parents/Guardians:

1. Each year, student athletes shall be presented with a discussion about concussion at either an athletes' sports night, team discussion or through paperwork requirements and given a copy of the Center for Disease Control's (CDC) "Heads Up: Concussion in High School Sports - A Fact Sheet for Athletes" (www.cdc.gov/concussion). This handout will also be available in the student handbook, athletic training room and nurse's office at school.
2. At the beginning of each sports season, parent/guardian shall be presented with a copy of the CDC's "Heads Up: Concussion in High School Sports - A Fact Sheet for Parents" (www.cdc.gov/concussion) at a parent/guardians sports night or through paperwork requirements. This handout will also be available in the student handbook, athletic training room and the nurse's office at the school.
3. All student athletes and their parent/guardian will sign a statement in which the student athlete accepts the responsibility for reporting head injuries or concussions during the season to the athletic trainer or coach (if the athletic trainer is not present), parents, guardians, or other health care personnel including signs and symptoms of concussion. This statement will also acknowledge having received, read and understand the above mentioned educational handouts.
4. All student athletes and the parent/guardian of student athletes shall be required to participate in the above education prior to their participation in any activity. If a student's IEP or 504 Plan precludes a student's participation in the above education, accommodations will be made to assist the student in this process as identified in I. (C.) on page one.

III. Pre-participation requirements

- A. Parents/guardians and students must participate in the concussion education described above annually.
- B. Physical Examination:

1. All students must meet the physical examination requirements consistent with 105 CMR 200.000: *Physical Examination of School Children* prior to participation in any extra-curricular athletic activity. Physical examinations should be turned into the high school nurse for entry into the medical records. At the high school level all students shall have an approved physical in place before they may try out for, practice, or participate with any interscholastic athletic team. The head nurse's office shall keep a master list of students with approved physical exams. High school coaches must check the approved physical list before a student may try out for, practice, or participate with any interscholastic team.

C. Pre-Participation Form:

1. Parents/guardians must turn in pre-participation form that lists the athlete's history of head injuries/concussions prior to participation in each sport to the athletic director with parental permission forms. This needs to be received by the coach before the start of each sport season in which the student is seeking to participate.
2. This form will be turned over to the school or school nurse for any positive head injury/concussion for their review.
3. All forms or copies are turned over to the school or school nurses for insertion into the medical records, per regulations; these will be kept for three years.

IV. Responsibilities of Individual Personnel

Maintenance of Records:

1. The Director of Athletics, Nurse Liaison, and Fine Arts Liaison shall maintain the following records for three years or, at a minimum, until the student graduates:
 - a. Verifications of completion of annual training;
 - b. Pre-participation Forms;
 - c. Report of Head Injury Forms;
 - d. Medical Clearance and Authorization Forms; and
 - e. Graduated reentry plans for return to full academic and extra-curricular athletic activities.

A. The Director of Athletics will be responsible for ensuring that the training requirements for staff, parent/guardians, volunteers, coaches and students are met, recorded, and records are maintained in accordance with 105 CMR 201.016 as it pertains to extra-curricular activities.

The Director of Athletics shall also be responsible for:

1. Ensuring that all students meet the physical examination requirements consistent with 105 CMR. 200.000;
2. Ensuring that all students participating in extra-curricular athletic activities have completed and submitted Pre-participation Forms prior to participation each season;
3. Ensuring that the student Pre-participation Forms are completed and reviewed and shall make arrangements for:
 - a. Prior to the beginning of a new athletic season, review of all Pre-participation and Report of Head Injury Forms by coaches so as to identify students who are at greater risk of repeated head injuries;
 - b. Prior to the beginning of a new athletic season, review of all Pre-participation Forms which indicate a history of head injury and Report of Head Injury Forms by (i) the school nurse; and (ii) the school physician, if appropriate; and
 - c. Prior to the beginning of a new athletic season, review of accurate, updated information regarding each athlete who has reported a history of head injury or a head injury during the sports season by (i) the team's physician if any, and (ii) the school's certified athletic trainer if any.
4. Ensuring that Report of Head Injury Forms are completed by the parent/guardian or coach and reviewed by the coach, school nurse, certified athletic trainer, and school physician, if any; and
5. Ensuring that athletes are prohibited from engaging in any unreasonably dangerous technique that endangers the life or safety of an athlete, including using a helmet or any other sports equipment as a weapon.

B. Fine Arts Liaison will be responsible for ensuring that the training requirements for staff, parents, guardians, volunteers, coaches and students are met, recorded, and records are maintained in accord with 105 CMR 201.016 as it pertains to the marching band and for winter color guard.

C. Nurse Liaison will be responsible for ensuring that the training requirements for school nurses, per-diem nurses, and the school physician are met, recorded, and records are maintained in accord with 105 CMR 201.016.; for ensuring all physical exams are entered in the students' records, for ensuring that all pre-participation forms have been entered into the students' medical record folders, for ensuring all head injury forms are entered in the students' medical record folders.

D. Certified Athletic Trainer: Certain concussions (e.g., mild, uncomplicated, and resolving) may be managed by the athletic trainer (operating under the physician's standing orders) without referral to outside physician. When a student athlete has seen a physician, a physician note will be required prior to the return to play clearance. Said note must come from a physician other than an emergency room physician.

The Certified Athletic Trainer, if on staff, shall be responsible for:

1. Participating in the development and biannual review of the policies and procedures for the prevention and management of sports-related injuries within the school district or school;
2. Completing the annual training requirement;
3. Reviewing information from Pre-participation Forms, which indicate a history of head injury and from Report of Head Injury Forms, to identify students who are at risk for repeated head injuries;
4. Identifying athletes with head injuries or suspected concussions that occur in practice or competition and removing them from play; and
5. Participating, if available, in the graduated return to play planning and implementation for students who have been diagnosed with a concussion.

E. School Nurses shall be responsible for:

1. Reviewing, or arranging for the student's physician to review, completed Pre-participation Forms and following up with parent/guardians as needed prior to the student's participation in extra-curricular activities;
2. Reviewing, or arranging for the school physician to review, Report of Head Injury Forms and following up with the coach and parent/guardian as needed;
3. Maintaining: (1) Pre-participation Forms and (2) Report of Head Injury Forms in the student's health record;
4. Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss any necessary accommodation or modifications with respect to academics, course requirements, homework, testing, scheduling and other aspects of school activities consistent with a graduated reentry plan for return to full academic and extra-curricular athletic activities;
5. Providing ongoing educational materials on head injury and concussion to teachers, staff, and students.

F. Coaches shall be responsible for:

1. Completing the annual training identified above;
2. Reviewing the Pre-participation Forms, so as to identify those athletes who are at greater risk for repeated head injuries;
3. Completing the Head Injury Form upon identification of a student with a head injury or suspected concussion that occurs during practice or competition;
4. Transmitting promptly the Pre-participation Forms and Report of Head Injury Forms to the school nurse for review and maintenance in the student's health record;
5. Teaching techniques aimed at minimizing sports-related head injury;
6. Discouraging and prohibiting athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon; and
7. Identifying athletes with head injuries or suspected concussions that occur in practice or competition and removing them from play.

V. Common Signs and Symptoms of Sports-Related Concussions (include but not limited to):

A. Signs (observed by others):

1. Student appears dazed or stunned
2. Confusion (about assignment, homework, plays, etc.)
3. Forgets assignments, homework, plays
4. Unsure about game, score, opponent
5. Moves clumsily (altered coordination)
6. Balance problems
7. Personality change
8. Responds slowly to questions
9. Forgets events prior to trauma
10. Forgets events after the trauma
11. Loss of consciousness (any duration)
12. Abnormalities in pupillary response, eye tracking or presence of nystagmus.

B. Symptoms (reported by student)

1. Headache
2. Fatigue
3. Nausea or vomiting
4. Double vision, blurry vision
5. Sensitive to light or noise
6. Feels sluggish
7. Feels "foggy"
8. Problems concentrating
9. Problems remembering

C. These signs and symptoms are indicative of probable concussion. Other causes for symptoms should also be considered. It is important to review medical history and baseline symptoms from screening/baseline.

VI. Suspected Head Injury/Concussion

A. Exclusion from Play:

1. Disqualifying an athlete - Any extra-curricular athletic activity participant who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, while participating with any school athletic team will be removed from the remainder of the event and not allowed to return to the practice or competition that same day.
 - a. The student will not return to practice or competition before completing a graduated return to play program described below.
2. The certified athletic trainer will evaluate the participant for a concussion.
3. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization, as described below.
4. Any athlete who shows concussion signs and/or symptoms must have their parent/guardian notified by the school personnel. The school personnel shall communicate the nature of the injury directly to the parent/guardian in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.
5. A post concussion care instruction sheet shall be given to the student athlete or parent/guardian. Student athletes should not drive if a concussion is suspected. Alternative transportation should be coordinated by the injured student athlete, parents, guardians, coaches, athletic trainer and/or athletic director.
6. The parent/guardian should be advised to contact the athlete's primary care physician, or seek care at the nearest emergency department, on the day of the injury.
7. The coach must also provide this information to the parent/guardians in writing, whether paper or electronic format, by the next business day.
8. The coach will complete the Report of Head Injury Form upon identification of a student with a head injury or suspected concussion that occurs during practice or competition;
9. The coach or his/her designee will promptly, by the end of the next business day, transmit the Report of Head Injury Forms to both the school nurse and the athletic director for review and maintenance in the student's health record;
10. The student should be released only to the direct supervision of the parent/guardian unless arrangements have been made between the certified athletic trainer/head coach and the parent/guardian; and
11. The parent/guardian will be advised to seek medical treatment for student.

B. Emergency Referral:

1. If present at the practice or competition, the certified athletic trainer will determine whether a student should be referred for emergency medical evaluation.
2. In the Absence of a certified athletic trainer:
 - a. Any student athlete with a witnessed loss of consciousness (LOC) of any duration should be spine boarded by appropriate medical personnel and transported immediately to the nearest emergency department via emergency medical vehicle.
 - b. Any student athlete who has symptoms of a concussion, and who is not stable (i.e., condition is changing or deteriorating), is to be transported immediately to the nearest emergency department via emergency vehicle.
 - c. Any student athlete who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle.
 - i. Deterioration of neurological function
 - ii. Decreasing level of consciousness
 - iii. Decrease or irregularity in respirations
 - iv. Decrease or irregularity in pulse
 - v. Unequal, dilated, or non-reactive pupils
 - vi. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - vii. Mental status changes: increasing lethargy, confusion or agitation and/or difficulty maintaining arousal
 - viii. Seizure/posturing activity
 - ix. Vomiting after sustaining a potentially concussion-causing injury.
 - d. The coach/athletic director should contact the certified athletic trainer to advise him/her of the injury.
 - e. Any student athlete who is symptomatic but stable, may be transported by his/her parent/guardian. The parent/guardian should be advised to contact the athlete's primary care physician, or seek care at the nearest emergency department, on the day of the injury.
 - f. Give parents/guardians the option of emergency transportation, even if you do not feel it is necessary.

VII. Procedures after Concussion:

- A. Returning to play on the same day of injury; a student athlete who exhibits signs or symptoms of concussion shall not be permitted to return to play on the day of the injury.
- B. "WHEN IN DOUBT, HOLD THEM OUT." Any student athlete who denies symptoms but has abnormal sideline cognitive testing will be held out of the activity.
- C. Each student who is removed from practice or competition for and subsequently diagnosed with a concussion shall have a written graduated reentry plans for return to full academic and extra-curricular activities. See Section VIII of this policy for more information regarding graduated reentry plans.

D. Medical Clearance and Authorization to Return to Play

1. Each student who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the athletic director, unless another person is specified in school policy or procedure, a Post Sports-Related Head Injury Medical Clearance and Authorization Form. This form must be completed by one of the following individuals:
 - a. A duly licensed physician;
 - b. A duly licensed certified athletic trainer in consultation with a licensed physician;
 - c. A duly licensed nurse practitioner in consultation with a licensed physician; or
 - d. A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.
2. By September of 2013, physicians, nurse practitioners, certified athletic trainers and neuropsychologists providing medical clearance for return to play shall verify that they have received MA DPH-approved training in post traumatic head injury assessment and management or have received equivalent training as part of their licensure or continuing education.
3. The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, guardians, the school nurse and teachers as appropriate.
4. The Amesbury Public Schools shall have the final say on return to athletic play.

VIII. Gradual Return to Athletics and Academics

A. Each student who is removed from practice or competition for and subsequently diagnosed with a concussion shall have a written graduated reentry plans for return to full academic and extra-curricular activities. Students must complete a graduated return to play program before returning to participation in athletic extra-curricular activities. Medical clearance for participation can only be provided after the student completes a graduated return to play form and shows no recurrence of symptoms.

1. The plan shall be developed by:
 - a. the student's teachers;
 - b. the student's guidance counselor
 - c. school nurse
 - d. certified athletic trainer;
 - e. neuropsychologist if available or involved;
 - f. parents, guardians/guardian
 - g. members of the building based student support and assistance team or individualized education program team as appropriate; and
 - h. in consultation with the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
2. The written plan shall include instructions for students, parents, guardians, school personnel, addressing but not limited to:
 - a. Physical and cognitive rest as appropriate;
 - b. Graduated return to extra-curricular activities and classroom studies as appropriate, including accommodations and modifications as needed;
 - c. Estimated time intervals for resumption of activities;
 - d. Frequency of assessments, as appropriate, by the school nurse, school physician, certified athletic trainer, if on staff, or neuropsychologist, if available, until full return to classroom activities and extra-curricular activities are authorized; and
 - e. A plan for communication and coordination between and among school personnel and between the school, the parents, guardians and the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
3. The student must be completely symptom free and medically cleared as defined in Section VII (C) above, in order to begin a graduated reentry plan to athletic extra-curricular activities.
4. Progression will be individualized and will be determined case by case
5. A six step process will generally be used to clear an athlete for return to play:
 - Step 1: Light aerobic exercise (stationary bike, elliptical)
 - Step 2: Moderate aerobic exercise (light running)
 - Step 3: Functional exercise (increased running, agility)
 - Step 4: NON-contact practice activities.
 - Step 5: Full contact practice
 - Step 6: Full game participation
6. All the requirements of the graduated reentry program must be met and each step must be completed in its entirety before approval from the certified athletic trainer.

7. Stages 1-3 are to be supervised directly by the certified athletic trainer. Step 4 can be supervised by the team coach after he/she has received specific instructions from the certified athletic trainer.
8. Progression through the graduated return to play steps is to be approved by the certified athletic trainer only, and not left up to the coach.
9. The student athlete should see the athletic trainer daily for re-assessment and instructions until he/she has progressed to unrestricted activity, stage 6. This daily monitoring should continue until the concussion has resolved regardless of whether or not the student athlete's season has ended.
10. Coaches should be instructed to be aware that the certified athletic trainer will be providing such guidance and should not allow the student athlete to participate in any activities until the student has effectively completed the graduated return to play program and received medical clearance.
11. **Note: If the student athlete experiences post-concussion symptoms during any stage, activity should cease until symptoms have again resolved. The school staff should communicate to the physician or health care provider who has provided medical clearance that the student is not symptom free. If the athlete is still having symptoms, he/she is not ready to begin or continue the graduated return to play program.**

Amesbury Public Schools

Athletic Department

Graduated Reentry Academic Plan

Head Injury Restrictions

Student: _____ **Date of Injury:** _____

Academic restriction until _____

Students may *slowly* resume academic activity if symptom free. Please refer to the make-up policy in the Student Handbook. Students with prolonged symptoms may require a temporary 504 Plan.

Contact the nurse if you notice the following changes once academics resume:

- ☐ decrease in classroom performance
- ☐ inattention
- ☐ complaints of headache
- ☐ confusion
- ☐ personality changes

Physical Education and Athletics are restricted per Doctor's order. Students must be "symptom free" for one week before they return to physical education and athletics.

A return to participation form must be completed by the student athlete's primary care physician before the student athlete may resume physical education and athletics.

Student athletes must also be cleared by the Athletic Trainer *before* they return to competitive sports.

Nurse: _____ Date: _____

Phone: _____

*Concussion is a brain injury that involves a complicated chemical change in the brain that takes several days to resolve. Recent research has shown that the brain needs rest during this period for optimal recovery. Resting the brain includes resting from physical activity and cognitive activity required for reading, watching television, socializing and academic work. Once symptoms begin to subside (usually within a week) the student may gradually return to physical and academic activity. Return of symptoms requires further evaluation. Please contact the nurse with questions.

Potential Accommodations/Modifications for Students with Concussion (Traumatic Brain Injury)

Visual Problems:

- ☐ Provide written information in large print
- ☐ Change fluorescent lights to high intensity, white lights
- ☐ Seat the student near a window with natural light
- ☐ Provide a glare guard for computer monitors

Physical Arrangement of a Room:

- ☐ Preferential seating to optimize attention and concentration
- ☐ Avoid distracting stimuli such as ventilation or air conditioner
- ☐ Increase the distance between the desks or tables so that movement is easier

Maintaining Concentration:

- ☐ Divide large assignments into smaller tasks and steps

- ☐ Allow student to have frequent breaks
- ☐ Keep distractions to a minimum
- ☐ Give tests orally
- ☐ Give short quizzes rather than summative tests
- ☐ Simplify complex directions
- ☐ Have the student repeat directions back to the teacher
- ☐ Allow student to dictate responses to tests or quizzes
- ☐ Gain student's attention before speaking
- ☐ Provide verbal and written instructions

Organization:

- ☐ Have the student make to-do lists and check them off as they are completed
- ☐ Use a peer note taker
- ☐ Encourage the use of a daily planner
- ☐ Accompany homework with written instructions
- ☐ Have student turn all of his/her work to one place; all homework to homeroom teacher who then distributes it to others

Memory:

- ☐ Provide study guides for tests and quizzes
- ☐ Provide the student with a copy of the class notes
- ☐ Provide the student with an outline for taking notes
- ☐ Allow student to use a computer or Alphasmart to complete assignments, take notes or complete homework
- ☐ Encourage the use of highlighters
- ☐ Provide repetition of instruction
- ☐ Ask student to repeat information to confirm comprehension
- ☐ Provide visual aids
- ☐ Allow for the use of a tape recorder to record assignments and homework
- ☐ Provide word banks for test taking

Processing:

- ☐ Allow additional time for in-class assignments
- ☐ Reduce the amount of homework
- ☐ Allow more time for the student to respond (wait time)

Assistive Technology:

- ☐ Highlighting pen or tape
- ☐ Slant board
- ☐ Personal dry erase board
- ☐ Tape recorder with headphones
- ☐ Calculator with large print display and/or keypad
- ☐ Portable word processor
- ☐ Electronic dictionary/thesaurus

MCAS:

- ☐ DESE is coming up with guidelines for students who have a concussion and are participating in MCAS. It isn't published yet but should be soon. The "team" that is writing the plan should utilize the Participation Guidelines for Students with Disabilities at this time.

Section 504

The school district may be responsible for developing a Section 504 Plan for a student with post-concussion symptoms. Temporary medical conditions, including concussion-related symptoms, are generally not a disability, unless it results in a substantial limitation of one or more major life activities for an extended period of time. An individual is not an individual with a disability if the impairment is transitory and minor. A transitory impairment is generally impairment with an actual or expected

duration of 6 months or less. When the school has reason to believe that a student has a concussion or brain injury that may last more than six months, the student should be referred to a Section 504 Team for a determination of eligibility under Section 504.

When the district has reason to believe that the concussion-related symptoms are not temporary or transitory (as outlined above), the current 504 policy will be followed for the student. The Section 504 evaluation process may result in a Section 504 Accommodation Plan, with individual determinations made by a group of knowledgeable persons, which may include nurses, guidance, and teachers with input from the physicians and parent/ guardians based on the individual symptoms of the student. Amesbury Public Schools will strive to make re-entry to school a plan for success. If a student is determined eligible for a 504 plan all of the student’s teachers will have knowledge of the plan in order to allow the student a full recovery.

Legal Ref.: MGL c. 111, §222, 105 CMR 201.000

Adopted: 2012

Amesbury Public Schools

Parent/guardian Participation in Concussion Education

I, _____, the Parent/Guardian of _____, a student in enrolled in Amesbury Public Schools, acknowledge by signing below, that I have, prior to my child’s participation in extra-curricular athletic activities, either: (1) provided the school with a certificate of completion for a Massachusetts Department of Public Health (MA DPH) approved training; (2) acknowledge that I have read and understand MA DPH approved written materials that have been provided to me by Amesbury Public Schools; or (3) I have attended a school-sponsored training regarding head injuries in extra-curricular athletic activities at which my attendance was recorded.

Signature/Date

Amesbury Public Schools

Student Participation in Concussion Education

I, _____, a student enrolled in Amesbury Public Schools, acknowledge by signing below, that I have, prior to my participation in extra-curricular athletic activities, either: (1) provided the school with a certificate of completion for a Massachusetts Department of Public Health (MA DPH) approved training; (2) acknowledge that I have read and understand MA DPH approved written materials that have been provided to me by Amesbury Public Schools; or (3) I have attended a school-sponsored training regarding head injuries in extra-curricular athletic activities at which my attendance was recorded.

Signature/Date

JK - STUDENT CONDUCT

Good citizenship in schools is based on respect and consideration for the rights of others. The Amesbury School Committee recognized that children learn best and teachers teach best when schools are safe. In safe schools, students and teachers feel physically secure, respected and supported.

Because the Amesbury School Committee believes it is paramount to keep our students safe, the School District embraces and enforces state and federal laws which provide for student and staff safety in the context of due process.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to the conduct. All students will be disciplined in a manner consistent with substantive and procedural due process. Discipline is the dual responsibility of the home and school.

The Massachusetts General Laws require the school committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety, and welfare of all students, or any classification thereof, enrolled in the public schools of the district.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances. If a situation should arise in which there is no applicable written policy, the principal or his/her designee shall be expected to exercise reasonable and professional judgment in the determination of discipline. Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies.

Students and their parent(s)/guardian(s) who believe that the student has received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, or expulsion will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, appeals procedures will begin with the authority imposing the penalty (for example, Principal or Teacher), whose decision may be appealed to the Superintendent. The Superintendent's decision is final except that when the disciplinary action results in a recommendation for permanent exclusion from school, the Student shall have a right to appeal to the School Committee.

For suspensions or exclusions under M.G.L. Chapter [37H](#), [37H ½](#), or [37H ¾](#), the Student may appeal the Principals' decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee.

Legal Refs. M.G.L. ch. [71](#), [s37H ½](#); [37H ¾](#); [71: 37 L](#); [76:16](#); [76: 17](#); 603 CMR [53.00](#)

Adopted: 2007

Revised: 2009; 2013; 2014

JKA - CORPORAL PUNISHMENT

The Amesbury Public Schools endorses state law which provides:

- a. The power of the school committee or of any teacher or other employee or agent of the committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

In accordance with Policy JKAA, the provisions of this section shall not preclude any member of the school committee, any teacher, or any employee or agent of the school committee from using such reasonable force as is necessary to protect pupils, other persons, and him/herself from an assault by a pupil or imminent, serious physical harm. When such an assault has occurred, the district shall investigate and report to the Superintendent and the School Committee.

Legal Refs: M.G.L. [71:37G](#);

Adopted: 1994

Reviewed: 1998:2009

Revised: 2003; 2013

JKAA - PHYSICAL RESTRAINT OF STUDENTS

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.

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

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

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

Physical restraint, including prone restraint where permitted under 603 CMR [46.03](#), shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

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

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

JKAA-R - PHYSICAL RESTRAINT OF STUDENTS REGULATION

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement¹. Physical restraint shall only be used in emergency situations when other less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of school community members, the Amesbury Public Schools has enacted the following procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students. None of the foregoing paragraph or the procedures which follow, precludes any teacher, employee or agent of the Amesbury Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm.

1. Staff Training

- A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- B. Required training for all staff will include review of the following:
 - (1) Amesbury's restraint policy
 - (2) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors;
 - (3) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
 - (4) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
 - (5) Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.
- C. Designated staff members shall participate in at least sixteen hours of in-depth training in the use of physical restraint.
 - (1) At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
 - (2) In-depth training will include:
 - (a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;
 - (b) A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - (e) Demonstration by participants of proficiency in administering physical restraint.
- D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.
- E. Restraint administered to a student with a disability pursuant to an Individualized Education Plan (IEP) or other written plan developed in accordance with state and federal law to which the student's Team and the Parents have agreed shall be permissible so long as the limitations on chemical, mechanical and exclusion restraints and reporting requirements still apply.

2. Administration of physical restraint

- A. Physical restraint may only be used in the following circumstances:
 - (1) When non-physical interventions would be ineffective; and
 - (2) The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.
- B. Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with school rules or staff directives, or verbal threats that do not constitute a threat of imminent, serious physical harm.
- C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
- D. Physical restraint shall be limited to the use of the amount of force necessary to protect the student or others from physical injury or harm.
- E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints shall only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.
- F. Physical restraint shall be discontinued as soon as it is determined that the student is no longer at risk of causing imminent physical harm to self or others. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered an "extended restraint" and must be reported to the DESE in accordance with state regulations.
- G. Additional safety requirements.
 - (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.

(2) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(3) Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:

- (1) review the incident with the student to address the behavior that precipitated the restraint;
- (2) review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
- (3) consider whether any follow-up is appropriate for students who witnessed the incident.

3. Chemical/Mechanical/Seclusion restraints prohibited

A. Chemical restraint — the administration of medication for the purpose of restraint — is prohibited unless explicitly authorized in writing by a physician and approved in writing by the parent(s)/guardian(s).

B. Mechanical restraint — the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body — is prohibited unless explicitly authorized in writing by a physician and approved in writing by the parent(s)/guardian(s).

(1) A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician or a therapist shall not be considered mechanical restraint

C. Seclusion restraint — physically confining a student alone in a room or limited space without access to school staff — is prohibited.

(1) The use of "time out" procedures during which a staff member remains accessible to the student, although not necessarily present, shall not be considered "seclusion restraint."

4. Reporting requirements:

A. Program staff shall report the use of physical restraint after administration of a physical restraint that:

- (1) results in injury to a student or staff member; or
- (2) lasts longer than five minutes

B. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.

(1) The written report shall be provided to the principal or his/her designee, except the principal shall prepare the report if the principal administered the restraint.

(2) The principal or his/her designee, and the Director of Student Services shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for the review by the Department of Elementary and Secondary Education, upon request. All reports should be sent to the Superintendent.

C. The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint. The Director of Student Services or designee shall sign off on report prior to distribution.

(1) If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

D. The Amesbury Public Schools will use its compliance form.

E. The school will, within five school working days of the reported restraint, provide to the Department of Elementary and Secondary Education a copy of the written report as described above and a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the reported restraint when:

- (1) a restraint has resulted in a serious injury to a student or program staff member; or
- (2) when an extended restraint has been administered.

F. Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or a program staff member and do not constitute extended restraint.

(1) Amesbury Public Schools may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

(2) Amesbury Public Schools shall not require parental consent to such a waiver as a condition of admission or provision of services.

(3) Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

(4) Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.

(5) The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Elementary and Secondary Education upon request:

- a. Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agrees to waive: and

- b. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

5. Grievance Procedures

All physical restraint complaints or grievances will be investigated by the building principal in collaboration with the Director of Student Services. If resolution is not reached, the Superintendent of Schools will be notified for further intervention and response.

6. Students with Disabilities

A. Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Plan or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

- (1) The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and
- (2) The training and reporting requirements described in this policy shall apply.

The Amesbury Public Schools promotes a non-violent school culture. The district has clear harassment and potentially dangerous behavior policies, methods to prevent self-injurious behavior, and/or suicide. Each school has a team of professionals trained in CPI emphasizing techniques for de-escalation.

Adopted: 2002

Reviewed: 2009

Revised: 2013

JLA - SCHOOL WELLNESS POLICY

The Amesbury Public School district is committed to establishing a school environment that helps students learn and maintain lifelong healthy eating and lifestyle habits. This commitment recognizes that good nutrition and physical activity are essential for students to maximize their full academic potential, reach their physical and mental potentials, and achieve lifelong health and well-being. Improved health optimizes student performance potential and ensures that all children have the opportunity to excel.

It is the goal of the Amesbury Public Schools to promote the student's physical, emotional and social well being through a coordinated and comprehensive school health program. This includes providing a healthy physical and psychological environment, school nurse services, counseling services, nutritious school meals, health education, Family and Consumer Science education and opportunities for physical education and activity. It is the intent of this policy to enable students to become independent and self directed learners by taking initiative to meet their own health and nutritional needs as is developmentally and individually appropriate.

The purpose of this policy is to provide direction to the school system for promoting student wellness through nutrition education, physical activity, and the selection of nourishing foods and beverages, fulfilling the requirements of Public Law 108-265, Section 204, June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004.

This policy is reflective of the Amesbury Public Schools' mission statement:

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

The wellness policy will be made available at each school building and on the district website for parent review.

Federal Law:

Child Nutrition and WIC Reauthorization Act of 2004; Public Law 108-265

Section 204 of Public Law 108-265—June 30, 2004.

Richard B. Russell National School Lunch Act, (42 U.S.C.1758(f)(1), 1776(a)

Health and Wellness Administrative Guidelines

The Health and Wellness Advisory Committee is responsible for establishing and measuring the implementation of the district's Local Wellness Policy. Committee members will work collaboratively and offer multiple perspectives to assure the Local Wellness Policy is consistent with district educational and budgetary goals, designed to optimize the health and well-being of students, and fulfills the requirements of Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

Members shall include but not be limited to Nurse Leader - (Chair), parent(s), student(s), food service director, physical education and health curriculum faculty, and family and consumer science faculty. If possible, representation from administrative, school board and community health professionals is advisable.

The Board responsible for drafting this revised Wellness Policy shall remain engaged in monitoring the policy's implementation and presenting recommendations to the School Board. Established quality indicators will be used to measure the implementation of the policy. These measures shall include, but not be limited to, an analysis of nutrition education; nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside the District's meal programs; feedback from food service personnel, school administrators, school health councils, parents/guardians, students, and any other appropriate persons; analysis of physical education/activity and wellness communication and promotion.

I. Nutrition Education and Promotion

A. Program Design

1. The Health curriculum and Family and Consumer Sciences curriculum shall be revised and updated, as needed, to comply with state standards and mandates that ensure instructional strategies reflect current best practice. Nutrition topics shall be integrated at every grade level.
2. Staff responsible for health and nutrition education shall be adequately prepared and certified to implement through best practice and through participation in continued professional development activities.
3. Food Services shall work with Family and Consumer Science to integrate nutrition learning in both the cafeteria and classroom.

II. Physical Activity and Physical Education

A. Physical Education

1. Physical education classes are taught by state certified instructors.
2. Physical education will be held in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
3. The district will incrementally adjust the physical education opportunities for student to meet the optimum level of instruction as recommended by the National Association of Sport and Physical Education (NASPE).
4. Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.

B. Recess Breaks

1. Recess for elementary grades will be scheduled before lunch when feasible so that children will come to lunch less distracted and ready to eat.

C. Physical Activity Opportunities Before, During and After School

1. Students will be given opportunities for physical activity during the school day through daily recess periods, physical education (P.E.) classes, walking programs, and the integration of physical activity into the academic curriculum. Schools will promote an environment supportive of physical activity.

2. Students will be given opportunities for physical activity through a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs, depending on available space and budgetary considerations.

D. Physical Activity and Punishment

1. Physical activity (e.g. running laps, pushups) will not be used as a form of punishment.

APS believes that physical activity is an integral part of a child's day. Staff in the Amesbury

School District shall judiciously limit the use of withholding physical activity as a punishment. This guideline does not apply to extracurricular sports teams.

2. All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically inclined.

E. Incorporating Physical Activity into the Classroom

1. Opportunities beyond regular physical education class and recess should be incorporated into the classroom as part of their learning or energizing breaks.

III. Nutrition Standards for School Foods and Beverages

A. Menu Choices

1. Foods and beverages available to students at District schools should support the health curriculum and promote optimal health.
2. The school meals program will operate in accordance with the National School Lunch Program standards and applicable laws and regulations of Massachusetts. Schools will offer a variety of age appropriate healthy food choices that are consistent with the federal government's current Dietary Guidelines for Americans. This will include but not be limited to:
 - a. Fresh fruit and vegetables
 - b. No trans fat foods
 - c. No high fructose corn syrup
 - d. No fried foods
 - e. Increased vegetarian choices
 - f. Increased whole grain foods
 - g. Drink choices to include water, low-fat milk, flavored low-fat milk, skim milk and 100% juices in appropriate serving sizes. (Massachusetts Action for Healthy Kids Report, 2005 and American Beverage Association)
3. Menus will be planned with input from students, family members, and other school personnel.
4. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals.
5. When possible, contract with local farms for produce.
6. School Food Services should recognize and reasonably accommodate individual students' dietary concerns related to religious practices.
7. With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.
8. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium.
9. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.
10. Families shall receive educational information that encourages healthful eating and physical activity.
11. To encourage consistent health messages between the home and school environment, Health Services, the Advisory Committee and/or faculty may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.
12. Foods and beverages sold at school in the cafeteria and vending machines shall comply with USDA federal and state guidelines.
13. Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779 (a) and (b), as they apply to schools. (Richard B. Russell National School Lunch Act)
14. All a la carte snacks and beverages offered for sale to students during the school day comply with USDA regulations prohibiting the sale of "foods of minimal nutritional value."
 - a. FMNV: Foods of Minimal Nutritional Value: Refers to the four categories of foods and beverages (soda water, water ices, chewing gum and certain candies) that are restricted by the U. S. Department of Agriculture under the child nutrition programs.
 - b. FMNV Exemptions: These guidelines do not apply to school nurses using FMNVs during the course of providing health care to individual students.

B. Competitive Foods

1. Nutrition information for a la carte snacks and beverages offered in snack bars, meal service lines, vending and school stores is readily available to students, parents and the school community.
2. Guidelines for Snacks:
 - No more than 200 total calories per package

- No more than 35% calories from fat
- No more than 10% calories from saturated fat
- No more than 480 mg sodium
- No more than 35% sugar by weight
- Excludes fruits, vegetables, nuts, seeds, and nut butters.

C. Food Environment

1. Students should be encouraged to eat a healthful breakfast.
2. Students should be provided adequate time for lunch.
3. Students participating in after-school programs should be encouraged to eat a healthful snack that follows the guidelines on this policy.
4. Drinking water should be available to students throughout the school day.
5. Hand-washing facilities and supplies will be conveniently located, and students are taught the importance of frequent hand washing.

D. Food Safety and Security

1. For the safety and security of the food and facility, access to the food service facilities is limited to authorized personnel.
2. Hazard Analysis and Critical Control Points* (HACCP) plans and guidelines shall be implemented to prevent food borne illness.
3. At least one manager at each site shall be *Serve Safe Certified** and will have completed a Life Threatening Allergy awareness program.
4. Local Board of Health inspections shall occur at least twice annually per National School Lunch Program.

* HACCP is a management system in which food safety is addressed through the analysis and control of biological, chemical, and physical hazards from raw material production, procurement and handling, to manufacturing, distribution and consumption of the finished product.

*SERVSAFE is a certification program developed by the National Restaurant Association (NRA). The focus of this program is to train foodservice handlers about general food safety principles and Hazard Analysis Critical Control Point (HACCP) concepts. The ServSafe program has become the industry standard in food safety training.

E. Nutrition Practices in Classrooms

1. If and when beverages are consumed in the classroom, they should be limited to water, 100% juice and milk.
2. Snacks are encouraged to be healthy and in appropriate portion sizes.
3. Food should not be used as either an incentive or a reward for good behavior or academic performance.
4. School personnel shall not withhold student access to snacks as punishment.
5. The district recognizes that classroom parties and celebrations are a tradition at school. School staff and parents are encouraged to include healthy food offerings at school parties and events to support a healthy environment throughout the district.
6. Food and beverages for classroom parties and celebrations will conform to the same standards as competitive food sales. Class parties or celebrations shall be held after the lunch period when possible.

F. Fund Raising Activities

1. Non-food promotions activities, especially those involving physical activity, are encouraged following the District's Nutritional Standards. Fundraising activities involving food items should attempt to abide by the same nutritional standards.

G. Staff as Role Models/Staff Wellness

1. School staff is encouraged to model the components of the wellness policy.
2. Amesbury Public Schools highly values the health and well-being of every staff member and will plan and implement Employee Wellness activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

ADOPTED: 2006

REVIEWED: 2009

REVISED: 2010; 2011

JLC - STUDENT HEALTH SERVICES AND REQUIREMENTS

The District recognizes that parents have the primary responsibility for the health of their students. The schools will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

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

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

Procedures for Emergency at School

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

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

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

Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;

Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

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

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

Legal Ref.: M.G.L. [71:53;54;54A;54B;55;55A;55B;56;57;69:8A](#)

Cross Ref.: EBB, First Aid

[EBC](#), Emergency Plans

JLCD, Administration of Medications to Students

Adopted:2012

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

The Amesbury Public School District encourages the performance of mandated physicals by the family's own physician whenever possible. The school physician will perform these exams on children who are unable to have this done by their own physician. The school physician shall promptly notify the student's parent(s) or legal guardian(s) of any disabilities or medical conditions found during a physical examination of a student. The family shall be encouraged to take the student to the student's primary care provider. A record of examination results will be kept by the school nurse with findings forwarded to the parent/guardian.

Entry into School:

MGL Ch 71 s57 and 105 CMR 200.000-200.920 require physical examinations of school children:

1. within one year prior to entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter. A student transferred from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement;
2. students under 16 and over 14 years of age requesting employment certificates;
3. prior to a student's participation in competitive athletics, on an annual basis

Chapter 181 of the Acts of 2004 *"An Act Relative To Eye Examinations For Children"* which amended Massachusetts General Law, Chapter 71, Section 57. "...Upon entering kindergarten or within 30 days of the start of the school year, the parent or guardian of each child shall present to school health personnel certification that the child within the previous 12 months has passed a vision screening".

Other Circumstances:

The school committee shall ensure that a student, if not examined by the student's primary care provider, is examined by the school physician under following circumstances:

1. frequent absences due to unexplained illness;
2. known or suspected physical disabilities or medical conditions that require appraisal;
3. referral from a teacher-nurse conference because the student is not making expected progress in school or because of signs of illness noted by the teacher or nurse; and
4. referral by the school nurse
5. at any time to determine the presence or absence of communicable or contagious diseases

Massachusetts Interscholastic Athletic Association (MIAA) Rule 56.1 Student Eligibility: Physical Examinations:

All students must pass a physical examination prior to participation in high school athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit. Physical examinations must be performed by a duly registered physician, physician's assistant, or nurse practitioner.

Legal Refs: M.G.L. c [55A](#); c [71:53](#); [71:54](#); c[71:56](#); c[71:5](#); MIAA 56.1

Adopted: 1983

Revised: 2003, 2007, 2012

Reviewed: 2009

JLCB - IMMUNIZATIONS

105 CMR 220.00 - 220.500: Immunization Requirements for Preschool, Elementary, Middle and High School Students

No student, as defined in 105 CMR 220.400, shall attend a preschool program without a certificate of immunization documenting that the child has been successfully immunized in accordance with current Department of Public Health (DPH) recommended schedules against diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles, mumps, rubella, Haemophilus influenzae type b (Hib), hepatitis B, varicella and other communicable diseases as specified from time to time by the Department, in accordance with the recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control, or any successor committee serving a comparable function.

No student, as defined in 105 CMR 220.400, shall attend kindergarten through 12th grade without a certificate of immunization or a copy of a school immunization record that the student has received immunizations in accordance with current Department of Public Health (DPH) recommended schedules against diphtheria, tetanus, pertussis (whooping cough), poliomyelitis, measles, mumps, rubella, Haemophilus influenzae type b (Hib), hepatitis B, varicella and other communicable diseases as specified from time to time by the Department, in accordance with the recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control, or any successor committee serving a comparable function.

As of September 1, 2011, a single dose of Tdap vaccine is required for students attending seventh grade (or in the case of an ungraded classroom, for students 12 years of age or older) if it has been more than five years since the last dose of DTaP, DT or Td. Beginning September 1, 2017, this requirement shall apply to all students attending grades seven through 12 and all students 12 years of age or older in ungraded classrooms.

As of September 1, 2011, two doses of varicella vaccine given at least four weeks apart beginning at or after 12 months of age are required for students attending kindergarten and grade seven (or in the case of an ungraded classroom, students 12 years of age or older). Beginning on September 1, 2017, this requirement shall apply to students attending grades kindergarten through 12 and all students in ungraded classrooms.

The requirements in 105 CMR 220.500 (A) and (B) shall not apply:

1. upon presentation of written documentation that the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76, ss 15;
2. upon presentation of appropriate documentation, including a copy of a school immunization record, indicating receipt of the required immunizations;
3. in the case of measles, mumps, rubella and hepatitis B, upon presentation of laboratory evidence of immunity; or
4. in the case of varicella, upon presentation of laboratory evidence of immunity or a statement signed by a physician that the student has a history of chickenpox disease.
5. the student's inability to produce proper documentation of immunization records due to a "homeless situation."

If due to the latter exception, the Homeless Education Liaison, or designee will immediately assist them in obtaining documentation of immunizations or health record, and the student must be enrolled and permitted to attend school in the interim (as cited in the McKinney-Vento Homeless Assistance Act of 2001).

Exclusion Policy.

In compliance with M.G.L., students may be excluded from school until fully immunized.

In situations when one or more cases of disease are present in a school, those susceptible, including those with medical or religious exemptions, are subject to exclusions described in the Reportable Diseases and Isolation and Quarantine Requirements (105 CMR 300.00).

No student shall be excluded from school without permission from the building principal.

Legal Ref: M.G.L. [76:15](#)

Adopted: 1983

Revised: 2003, 2007, 2012

Reviewed: 2009

JLCD-R - Policies and Procedures for the Administration of Medications

I. Management of the medication administration program

A. Policy - Procedure Development

1. The nurse leader, the school nurse, the school physician and the health advisory committee, shall develop and propose to the school committee or board of trustees policies and procedures relating to the administration of medications.

B. Supervision of medication program

1. The nurse leader shall be the supervisor of the medication administration program in the school district.
2. The school nurse is the manager of the medication program in each school. She/he will set up procedures according to school policy and state laws.
3. The school nurse, in collaboration with the parent or guardian whenever possible, shall establish a medication administration plan for each student receiving a medication. Whenever possible, a student who understands the issues of medication administration shall be involved in the decision making process and his/her preferences respected to the maximum extent possible. If appropriate, the medication administration plan shall be referenced in any other health or educational plan developed pursuant to the Mass. Special Education Law (Individual Education Plan under Chapter 766) or federal laws, such as the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
4. Prior to the initial administration of the medication, the school nurse shall assess the child's health status and develop a medication administration plan, which includes:
 - a. the name of the student;
 - b. a picture of the student to ensure positive identification of student;
 - c. an order from a licensed prescriber, including business and emergency telephone numbers;
 - d. the signed authorization of the parent or guardian, including home and business telephone numbers;
 - e. any known allergies to food or medications;
 - f. the diagnosis, unless a violation of confidentiality or the parent, guardian or student requests that it not be documented;
 - g. the name of the medication;
 - h. the dosage of the medication, frequency of administration and route of administration;
 - i. any specific directions for administration;
 - j. any possible side effects, adverse reactions or contraindication;
 - k. the quantity of medication to be received by the school from the parent or guardian;
 - l. the required storage conditions;
 - m. the duration of the prescription;
 - n. the designation of unlicensed school personnel, if any, who will administer the medication to the student in the absence of the nurse, and plans for back-up if the designated persons are unavailable;
 - o. plans, if any, for teaching self-administration of the medication;
 - p. with signed parental permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
 - q. list of other medications being taken by the student, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication not be documented;
 - r. when appropriate, the location where the administration of the medication will take place;
 - s. a plan for monitoring the effects of the medication;
 - t. provision for medication administration in the case of field trips and other events. Every effort shall be made to obtain a nurse or school staff member trained in medication administration to accompany students at special school events. When this is not possible, the school nurse may delegate medication administration to another responsible adult. Written consent from the parent or guardian for the named responsible adult to administer the medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the medication to the child.
5. The school nurse shall develop a procedure to ensure the positive identification of the student who receives the medication.
6. The school nurse shall communicate significant observations relating to the medication effectiveness and adverse reactions or other harmful effects, to the child's parent or guardian and/or licensed prescriber.
7. In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any medication, which based on his/her individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse and the reason for refusal explained and the information documented in the health record and on the medication administration form.
8. The school nurse shall have access to current pharmaceutical references.
9. For the purposes of medication administration, the licensed practical nurse functions under the general supervision of the school registered nurse.

II. Medication Orders

A. In accordance with standard medical practice, a medication order from a licensed prescriber shall contain:

1. the student's name;
2. the name and signature of the licensed prescriber including his/her business and emergency phone numbers and the name of the medication;
3. the route and dosage of medication;
4. the frequency and time of medication administration;
5. the date of the order and discontinuation date;
6. a diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian or student to keep confidential;
7. specific directions for administration

B. Every effort shall be made to obtain from the licensed prescriber the following additional information, if appropriate:

1. any special side effects, contraindications and/or adverse reactions to be observed;
2. any other medications being taken by the student;
3. the date of the next scheduled visit, if known

C. Prescription medications

1. The school nurse shall ensure that there is a proper medication order from a licensed prescriber which is renewed as necessary, including the beginning of each academic year. Obtaining the physician's order will be the responsibility of the parent/guardian. A telephone order or an order for any change in medication shall be received only by the school nurse. Any such verbal order must be followed by a written order within three school days. Faxed orders can be accepted.
2. Medications will be administered to students whose parent/guardian has given signed consent and who have a written physician's order for the medication.
3. Parent/guardian consent. The school nurse shall ensure that there is a written authorization by the parent or guardian which contains:
 - a. the parent or guardian's printed name, signature and an emergency phone number;
 - b. a list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medications not be documented;
 - c. approval to the school nurse or school personnel designated by the school nurse to administer the medication;
 - d. persons to be notified in case of a medication emergency, telephone numbers in addition to the parent or guardian and licensed prescriber.
4. Beginning a school year
 - a. medication orders and parental consent forms must be obtained at the beginning of each school year;
 - b. medications will not be accepted or administered by the school nurse until all of the paperwork is obtained;
 - c. the parent or guardian of the student may administer the medication, in the health office, if they choose.
5. Adults must carry the medications to school in a pharmacy labeled container. In extenuating circumstances, as determined by the school nurse, the medication may be delivered by other persons, provided, however, that the nurse is notified in advance by the parent or guardian of the arrangement and the quantity of medication being delivered to the school.
6. Only 30 days worth of medications will be accepted in the school.
7. Upon receipt of the medication, the school nurse will count the medication with the parent present. The amount of medication received and the date will be recorded and expiration dates shall be checked.

D. Handling storage and disposal of medications

1. All medications to be administered by school personnel shall be kept in a securely locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. The cabinet shall be substantially constructed and anchored to a solid surface. Medications requiring refrigeration shall be stored in either a locked box in the refrigerator or in a locked refrigerator maintained at temperatures of 38 to 42 degrees Fahrenheit.
2. Epinephrine will be kept unlocked in an area accessible to those delegated and trained by the school nurse in accordance with MDPH regulations 105 CMR 210.005 E (0) (o).
3. Access to stored medications shall be limited to persons authorized to administer medications and to self-medicating students. Access to keys and knowledge of the location of keys shall be restricted to the maximum extent possible. Students who are self-medicating shall not have access to other students' medications.
4. Only the school nurse or her delegate (see section on delegation below) will administer the medications in the school. Nursing students will not administer medications.
5. Short-term medications such as antibiotics need only a pharmacy labeled container and parental consent. No other MD order is required.
6. Parents or guardians may retrieve the medications from the school at any time.
7. Where possible, all unused, discontinued or outdated medications shall be returned to the parent or guardian and the return appropriately documented.

8. At the end of the school year parents will be notified to retrieve remaining medications. If they do not do so, the remaining medication will be destroyed in accordance with any applicable policies of the Massachusetts Department of Public Health, Division of Food and Drugs.

E. Over the counter medication (OTCs)

1. Standing orders are signed each year by the school physician.
2. Under these orders and in concert with Board of Registration in Nursing protocols regarding administration of OTCs in schools, the school nurse may administer select OTC medications with parent or guardian consent.

III. Delegation of nursing activities

A. Massachusetts Department of Public Health regulations (105 CMR 210.000) permit school nurses to delegate the administration of prescription medications to unlicensed personnel. School districts must register with and receive written approval from the Commonwealth of Massachusetts Department of Public Health, Division of Food and Drug, before medications can be delegated.

B. The nurse leader in collaboration with the school physician and the approval of the Amesbury School Committee, shall be responsible for submitting appropriate requests/registration for limited delegation of prescription medications to the Massachusetts Department of Public Health.

C. The Nurse Practice Act permits professional nurses to delegate nursing activities (M.G.L. Chapter 112, sec. 80B: Definition of professional nursing: Professional nursing shall mean teaching or supervising others). The Board of Nursing regulations (244 CMR 3.00) give guidelines and outline responsibilities for the nurse making decisions about delegation.

D. 244CMR3.02: A registered nurse, within the parameters of his/her generic and continuing education and experience, may delegate nursing activities to other healthcare personnel provided that the delegating nurse shall bear full and ultimate responsibility for:

1. Making an appropriate assignment;
2. Properly and adequately teaching, directing, and supervising the delegate;
3. The outcomes of that delegation; The regulations further state that the activity to be delegated must be within the nurse's scope of practice, and the activity must be in compliance with the unlicensed person's job description and be in compliance with the employing agency's policies and procedures.

E. When an unlicensed person has been delegated an activity, the following guidelines apply:

- Always provide a written plan of care
- Determine how much supervision will be required
- Determine when the situation will be reassessed or reevaluated
- Specify when the unlicensed person must consult with you
- Give specific instructions about what the unlicensed person should document
- Document your decision making and what you do, including assessments, evaluation, and supervision of the unlicensed person.

F. For the purpose of administering medication to an individual child on a field trip or short-term school events, pursuant to 105 CMR210.005 (E)(1)(o) the school nurse may identify individual school personnel. Said school personnel shall be listed on the medication administration plan and receive training in the administration of the medication to a specific child.

G. Epinephrine administration

1. The school nurse may train unlicensed school personnel to administer epinephrine (by auto injector) to students with a diagnosis of a life threatening allergic reaction when a school nurse is not immediately available according to conditions defined in 105 CMR210.00.
2. For the purpose of administering epinephrine, via auto injector, to an individual child, who has a diagnosis of a life threatening allergy and an emergency care plan in place, including parental administration (i.e., by injection) of medication pursuant to 105 CMR210.004 (B)(4), the school nurse may identify individual school personnel. Said school personnel shall be listed on the medication administration plan and receive training in the administration of emergency medication to a specific child. The school may administer epinephrine to any school individual manifesting signs and symptoms of a severe life threatening allergy in accordance with Amesbury Public School protocol for administration of adrenaline. After the administration of epinephrine, the school nurse must notify the DPH via the appropriate form.
3. The school nurse shall supervise the training of the designees consistent with the DPH requirements in CMR 210.100 of the Regulations Governing the Administration of Epinephrine.
 - a. The school nurse shall document the training and evidence of competency of unlicensed personnel designated to assume responsibility for medication administration;
 - b. The school nurse shall provide a training review and informational update, at least annually, for those school staff authorized to administer medication.

H. The Nursing Board regulations (244CMR 3.05(5)) are specific about the activities that may not be delegated:

- Activities that require nursing assessment and judgment during implementation;
- Physical, psychological, and social assessment that requires nursing assessment, intervention, referral, or follow-up;
- Formulation of the plan of nursing care and evaluation of the patient or client's response to the care provided;
- Administration of medications, except as permitted by M.G.L. Chapter 94C.

I. School nurses (registered nurses) are the only category of nurse specialist authorized to delegate the administration of medications to unlicensed personnel under 94C. The delegation of medication administration under the regulations governing the administration of prescription medications in public or private schools (105 CMR 210.000) is consistent with the Board of Registration in nursing delegation regulations.

J. The school nurse, in consultation with the nurse leader and the school physician, shall have final decision making authority with respect to delegating administration of medication to unlicensed personnel.

IV. Self-Administration of Medications

- A. "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- B. A student may be responsible for taking his/her own medication after the school nurse has determined that the following requirements are met:
1. The student, school nurse and parent/guardian, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered;
 2. The school nurse, as appropriate, develops a medication administration plan which contains only those elements necessary to ensure safe self-administration of medication;
 3. The student's health status and abilities have been evaluated by the school nurse who then deems self-administration safe and appropriate, as necessary, the school nurse shall observe initial self-administration of the medication;
 4. The school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered;
 5. There is written authorization from the student's parent or guardian that the student may self-medicate, unless the student has consented to treatment under M.G.L. c. 112, s. 12F or other authority permitting the student to consent to medical treatment without parental permission;
 6. If requested by the school nurse, the licensed prescriber provides a written order for self-administration;
 7. The student follows a procedure for documentation of self-administration of medication;
 8. The school nurse establishes a policy for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and parent/guardian, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it, this information shall be included in the medication administration plan, in the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
 9. The student's self-administration is monitored based on his/her abilities and health status, monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording that the medication was taken, and notifying the parent/guardian or licensed prescriber of any side effects, variation from the plan or the student's refusal or failure to take the medication;
 10. With parental/guardian and student permission, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering a medication;
 11. The school nurse will decide how many doses the student will carry on self at a time;
 12. The school nurse will meet with the student to assess/monitor medication administration.

V. Documenting and recordkeeping

- A. Each school where medications are administered by school personnel shall maintain a medication administration record for each student who receives medication during school hours.
- B. Such a record at a minimum shall include a daily log and a medication administration plan, including the medication order and parent/guardian authorization.
- C. The medication administration plan shall include the information as described in Section 210.005 (e) of the Regulations Governing the Administration of Prescription Medications in Public and Private Schools.
- D. The daily log shall contain:
1. The dose or amount of medication administered;
 2. The date and time of administration or omission of administration, including the reason for omission;
 3. The quantity of medication received by the school nurse by parent/guardian;
 4. The full signature of the nurse or designated unlicensed school personnel administering the medication. If the medication is given more than once by the same person, he/she may initial the record, subsequent to signing a full signature.
- E. The school nurse shall document in the medication administration record significant observations of the medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken.
- F. All documentation shall be recorded in ink and shall not be altered.
- G. With the consent of the parent, guardian, or student where appropriate, the completed medication administration record and records pertinent to self-administration shall be filed in the student's cumulative health record. When the parent, guardian, or student, where appropriate, objects, these records shall be regarded as confidential medical notes and shall be kept confidential.
- H. The school district shall comply with the Department of Health's reporting requirements for medication administration in the school.
- I. The DPH may inspect any individual student medication record or record relating to the administration or storage of medications without prior notice to ensure compliance with the Regulations Governing the Administration of Prescription Medications in Public and Private Schools.

VI. Reporting and documentation of medication errors

- A. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:
1. Within appropriate time frames (the appropriate time frame should be addressed in the medication administration plan);

2. In the correct dosage;
3. In accordance with accepted practice;
4. To the correct student.

B. In the event of a medication error, the school nurse shall notify the nurse leader and parent or guardian immediately. (The school nurse shall document the effort to reach the parent or guardian). The nurse leader shall notify the principal of the student's school, the Director of Special Education and the Superintendent of Schools. If there is a question of potential harm to the student, the nurse shall also notify the student's licensed prescriber or school physician.

C. Medication errors shall be documented by the school nurse on the accident/incident report form. These reports shall be retained in the following location: nurse leader's office. They shall be made available to the DPH upon request. All medication errors resulting in serious illness requiring medical care shall be reported to the Department of Public Health, Bureau of Family and Community Health. All suspected diversion or tampering of drugs shall be reported to the Department of Public Health, Division of Food and Drugs.

D. The school nurse shall review reports of medication errors and take necessary steps to ensure appropriate medication administration in the future.

VII. Responding to medication emergencies

A. Medical emergencies shall be handled in accordance with each school's protocol for handling other emergencies.

B. The school nurse shall develop procedures for responding to medication emergencies (i.e. any reaction or condition related to administration of medication which poses an immediate threat to the health or well-being of the student).

C. General information shall include:

1. Emergency phone numbers will be prominently displayed by each phone:
 - a. Ambulance 911 (978-388-3765)
 - b. Police 911 (978-388-3765)
 - c. Fire 911 (978-388-3765)
 - d. Poison Control 1-800-222-1222
2. Each school will identify and list school personnel who will assume responsibility for notification of the parent and other appropriate people;
3. Each school will provide names of those trained to provide first aid and CPR, and will provide opportunities for other people to become trained. This list is to be in the main office;
4. A medication emergency which poses a threat to the health of the student should be handled by the nurse if she/he is present. As with any emergency, the attending adult should call an ambulance and activate the emergency system for the specific school;
5. The nurse shall follow any/all reporting requirements.

VIII. Procedures for resolving questions between the school and parents or guardians regarding administration of medications

A. (Please refer to School Committee Policy [KL](#), Public Complaints.)

B. As always, questions regarding the administration of medications can be brought to the attention of the student's primary care provider.

IX. Dissemination of information to parents or guardians regarding administration of medication

A. Such information shall include an outline of these medication policies and shall be available to parents and guardians upon request.

X. Summary of laws pertaining to school health

A. Definitions

1. Law or Statute: enacted by legislature, either codified into the General Laws or exists as a special law.
2. Mandate: a legal responsibility established by statute.
3. Regulation: promulgated by an administrative agency such as the Massachusetts Department of Public Health under statutory authorization. Assists in the implementation of statutes and has the force of law.
4. M.G.L., c. s.: Massachusetts General Laws, chapter, section.
5. The following represents a summary of selected laws regarding school health to which schools are held legally accountable. Please consult the statute or regulations or legal counsel if further information is needed.

Many of the mandates represent minimum requirements.

- a. M.G.L.c.71, s.1: Requires health education in the public schools and defines general subjects such as cardio-pulmonary resuscitation, effects of alcohol and tobacco, prevention and detection of breast cancer, etc.
- b. M.G.L.c.71, s.2A: Prohibits use of tobacco on school grounds.
- c. M.G.L.c.71, s.53: Requires each school committee to appoint one or more school physicians and registered nurses, assign them to public schools within its jurisdiction, and provide all proper facilities for the performance of their duties. The physicians and registered nurses must be currently licensed in Massachusetts.

- d. M.G.L.c.71,s.54A: Requires assignment of a physician or a person trained in emergency medical care to interscholastic football games played by teams representing public secondary schools.
- e. M.G.L.c.71,s.54B: (as amended by c.133,s.433,Acts of 1992): Governs the administration of medications to children in the school setting. Requires the DPH to adopt regulations governing the administration of prescription medications in schools.
- f. M.G.L.c.71,s.55: Requires students with a dangerous disease, as defined by the DPH, to be excluded from school.
- g. M.G.L.c.71,s.55A: Requires child who becomes sick to be sent home or referred to the school physician. Exempts from liability a teacher, principal, nurse or others who give emergency first aid or provide transportation to a child in an emergency.
- h. M.G.L.c.71,s.55B: Prohibits person with communicable tuberculosis from working in school. Requires a one-time certification of all public and private school employees (and volunteers) in contact with students to ensure that they are free of active tuberculosis. All new employees must be screened within 90 days prior to school employment.
- i. M.G.L.c.71,s.57: (and related regulations 105 CMR200.00-200.920): Require physical examinations of school children within six months prior to entrance into public schools or during the first year after entrance, and at intervals of either three or four years thereafter. In addition, an annual physical exam is required before participation in competitive sports. Exams are also required for: 4-16 year old youth requesting work permits; any child in private school when requested by parents; any child when requested by teacher in consultation with a school nurse. Requires vision and hearing screening annually, annual measurement of heights and weights, annual postural screening in grades five through nine, and examination of feet.
- Waiver procedure: Permits school systems to apply for a waiver of certain examination regulations and, under certain circumstances, the department to allow schools to develop alternative health service programs designed to most effectively meet the needs of their students. Granting the waiver does not mean deletion of a requirement but rather, the substitution of one method of health assessment for another.
- j. M.G.L.c.71B (and related regulations): Require a child with special health care needs to be referred for evaluation and education.
- k. M.G.L.c.76,s.15 and 15C (and related amendments and regulations 105 CMR220.000-220.500): Defines immunization requirements for entry into school.
- l. M.G.L.c.94C: Specifies those professionals who can administer medications. Permits fluoride programs in schools. Sets standards for the distribution, dispensation and possession of controlled substances.
- m. M.G.L.c.111,s.190-199A: Requires that children present evidence of having been previously screened for lead poisoning as a condition for entry into kindergarten.
- n. M.G.L.c.112: The Nurse Practice Act. Defines nursing practice.
- o. M.G.L.c.119,s.51A: mandates the Department of Social Services to receive reports of possible child abuse and neglect. It also lists the mandated reporters and defines their responsibilities. The following school staff are mandated reporters: physicians, dentists, nurses, teachers, educational administrators, psychologists, guidance or family counselors, and social workers (refer to the statute for the complete list of mandated reporters). The statute requires that mandated reporters contact DSS when they have reasonable cause to believe that a child under the age of 18 is suffering from abuse or neglect. Each area of the Commonwealth has local offices to which all questions should be referred. Call your local DSS for: more information about what constitutes abuse and neglect, information as to how and where to report, and assistance with individual situations. Your local DSS will also provide education programs upon request.

Adopted: August, 2002

Reviewed: 2003;2009

Revised: 2007

JRA - RETENTION OF STUDENT RECORDS

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

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements. The temporary record of each student enrolled on or after June, 2002, will be destroyed seven years after the student transfers, graduates, or withdraws from the school district. (A student's temporary record consists of everything but the student's transcript, which is permanent.) Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

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

LEGAL REFS: 603 CMR: Dept. of Education [23.00](#) through [23.12](#)

Adopted: 1994

Reviewed: 1998, 2003, 2007, 2009

Revised: 2002, 2013

Section K. School - Community Relations

[KA](#) School/Community Relations Goals

[KBBA](#) Non-custodial Parents Rights

[KBBA-E1](#) Non-custodial Parent's Request

[KBBA-E2](#) Notice to Custodial Parent of Non-Custodial Parent's Request

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[KBC](#) News Media Relations/News Releases

[KCD](#) Gifts and Donations to the Amesbury Public Schools

[KE](#) Chain of Communication for Parent/Guardian

[KF](#) Community Use of School Facilities

[KF-E](#) Community Use of School Facilities Application

[KF-R](#) Community Use of School Facilities Regulation

[KHA](#) Public Solicitations in the Schools

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[KI](#) Visitors to the Schools

[KL](#) Public Complaints

[KLD](#) Public Complaints About School Personnel

[KMG](#) Business and Industry Involvement in Education

KA - SCHOOL/COMMUNITY RELATIONS

The school committee believes that the district is an integral part of the community and that community support is necessary for the district's operation and achievement of excellence. The school committee and district staff members recognize that community support is based on a mutual exchange, a dynamic process in which the district contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the district is committed to sustaining:

1. Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in district programs, and create community advocacy for its public schools.
2. Recognition programs that publicly honor the contributions of our students, alumni, employees, and community partners and express pride in our individual and collective accomplishments.
3. Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.
4. Community service efforts, which enable the district's staff and students to express their commitment to the community should be encouraged.

In addition, in order to encourage community involvement at school events, courtesy passes will be made available to the following:

1. Any resident of the town of Amesbury 65 years of age or older, handicapped persons and authorized personnel;
2. Newspaper representatives who give direct coverage to Amesbury events;
3. Members of the Amesbury School Committee;
4. Administrative personnel in the Amesbury Public Schools.

Adopted: 2000

Revised: 2003, 2007

Reviewed: 2009; 2013

KBBA - NON-CUSTODIAL PARENTS RIGHTS

As required by G.L. Ch. 71, Sec. 34H, a non-custodial parent may have access to the student record in accordance with the law and Department of Education Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

LEGAL REF.: M.G.L. [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

SOURCE: MASC

Adopted: 2005

Reviewed: 2009; 2013

KBBA-E1 - NON-CUSTODIAL PARENT'S REQUEST -

Name of Student:

Name of Custodial Parent:

Name of Requesting Parent:

Name of School Staff Member Verifying Information:

☐ The requesting parent submitted a written request for the records to the school principal within the past twelve months. Date of request: _____

☐ The initial request included a certified copy of a court order, which met the requirements of Section 34H (b).

☐ The initial request included an affidavit from the requesting parent, which met the requirements of Section 34H (b).

☐ Each school year since the initial request the requesting parent has submitted a request indicating that the parent continues to be:

a) Entitled to unsupervised visitation with the child; and

b) Eligible to receive student record information pursuant to Section 34H.

Date(s) of annual request(s): _____

When the school received the records request from the non-custodial parent:

☐ The school immediately notified the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informed the custodial parent that information requested pursuant to Section 34H is to be provided to the requesting parent after 21 days, unless the custodial parent provides the principal with documentation of an applicable court order.

Date of notice: _____

☐ The school is aware that it may seek reimbursement for the cost of postage from the requesting parent.

☐ The eligible parent has the right of access to the entire student record.

OR

☐ The otherwise eligible parent's right of access to the entire student record has been specifically limited by court order.

Note limitations, if any: _____

LEGAL REF.: M.G.L. [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

SOURCE: MASC

Adopted: 2005

Reviewed: 2009; 2013

KBBA-E2 - NOTICE TO CUSTODIAL PARENT OF NON-CUSTODIAL PARENT'S REQUEST

Notice to the custodial parent that non-custodial parent has requested student records per general laws chapter 71, section 34h:

(Date)

(Name and address of custodial parent) **By certified and first class mail**

Dear (Name of custodial parent):

Pursuant to Massachusetts General Laws Chapter 71, Section 34H, a law regarding records access for non-custodial parents. (Insert name of non-custodial parent) has requested the student records of (insert name of child). This request was made on (insert date of non-custodial parent's request).

In compliance with Section 34H (c) and (d), I am providing you with written notice of this request.

The law requires the school to provide the non-custodial parent with the student record information after 21 days, unless before that date you provide me with a copy of either of the following documents:

1. A court order that prohibits the non-custodial parent from having contact with your child; or
2. A court order that prohibits the non-custodial parent from getting access to the student records; or
3. A temporary or permanent order issued to provide protection to you or to any child in your custody from abuse by the requesting parent, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to your child's student records.

Please contact my office if you have any questions. Thank you very much.

Sincerely,

(School Principal or Designee)

LEGAL REF: M.G.L. [71:34H](#)

603 CMR [23.07](#) (5) Access Procedures for Non-Custodial Parents

Adopted: 2005

Reviewed: 2009; 2013

**KBBA-E3 - AFFIDAVIT FOR NON-CUSTODIAL PARENT
REQUESTING STUDENT RECORDS PER M.G.L. [71:34H](#)**

I, (Name of non-custodial parent) , on oath depose and state as follows:

1. I am the parent of (Name of student)
2. Attached is a certified copy of the court judgment or order relative to the custody of my child, which meets the standards of General Laws Chapter 71:Section 34H.

OR

3. Attached is a certified copy of an order by a probate and family court judge specifically ordering that my child's student records be made available to me, according to the standards of General Laws Chapter 71:Section 34H.
4. I certify that the judgment or order remains in effect and that there is currently no temporary or permanent protective order restricting my access to (Name of student) , the custodial parent or to any child in the custodial parent's custody.

Signed under the pains and penalties of perjury this _____ day of (Month), (Year).

(Parent's signature)

Adopted: 2005

Reviewed: 2009; 2013

KBC - NEWS MEDIA RELATIONS/NEWS RELEASES

Reasonable effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school system.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee chair will be the official spokesperson for the Committee except as this duty is delegated to the vice chair or superintendent.
2. News releases that are of a system-wide or a sensitive nature or pertain to established committee policy are the responsibility of the superintendent.
3. News releases that are of concern to only one school, or an organization of one school, are the responsibility of the principal of that particular school. All statements made to the press by other staff members of a particular school must be cleared with the principal.

While it is impossible to know how the press will treat news releases, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

Adopted: 1983

Reviewed: 1998; 2003; 2009

Revised : 2000

KCD - GIFTS AND DONATIONS TO THE AMESBURY PUBLIC SCHOOLS

A. Introduction

The School Committee of the Amesbury Public Schools recognizes and appreciates the benefits to the school of donations of time, talent, and money in support of the educational goals of the School District. The School Committee further acknowledges the value of group or individual donations on behalf of the public schools that help to maintain, augment, and support approved new programs. The Amesbury Public Schools and the Amesbury School Committee greatly appreciate the continued support of our community.

The purpose of this policy is to establish guidelines for the continued partnership among the Amesbury Public Schools, the School Committee and the community in support of the goals of the district.

B. Acceptance of Donations

The Amesbury School Committee may accept donations to assist the School District in furtherance of its educational goals, in accordance with applicable laws. Donations subject to this policy include all monetary gifts, donations, grants, or bequests, and all donations of equipment, materials, or other donations in kind. Donations will be accepted through a simple majority vote.

All donations accepted by the School Committee shall be expended only with the approval and at the discretion of the School Committee. Donations that are accepted by the School Committee shall ordinarily be accepted without condition or restriction, unless the Committee approves a proposed condition or restriction as being in the interest of the School District.

All donations, whether in cash or in kind, accepted by the School Committee shall become the property of the Amesbury School District to be used as the Amesbury School Committee deems appropriate and are subject to the same controls and laws that govern the use and disposal of other school-owned property. Monetary donations shall be deposited with the Treasurer's Office and placed in a separate account as needed and in compliance with applicable law.

The School Committee shall consider the overall interests of the District in reviewing each donation, and will give priority to donations that:

- Are compatible with existing or planned curriculum, programs, or educational goals of the District.
- Support the professional development of school personnel in areas that are beneficial to the educational program.

C. Guidelines for Administrators:

- The Superintendent or his/her designee is authorized to accept grants or gifts of funds from the federal, state, county, or local governmental agencies, charitable foundations, corporations, private corporations, or individuals when a Amesbury School District staff member has applied for the grant with the approval of the Superintendent. However, when grants or gifts have long-range financial implications, the Superintendent must seek an affirmative vote by a majority of the School Committee.
- Donations that would give rise to a new operating expense and/or result in a recurring cost to the District in the form the salary or benefits for a staff position or the continued operation or maintenance of equipment or materials must be approved by a majority of the School Committee.
- Duly authorized school administrators are authorized to accept on behalf of the School District gifts from individuals or organizations in the form of supplies, materials, and equipment for the school (or money for the purchase of such supplies, materials and equipment), not to exceed a value of \$500 per donor in a single school year. School administrators may not accept a donation of any amount that would be spent to alter the physical plant or other school property without the simple majority approval of the School Committee.
- Donations of time and personal services by parents and other Amesbury residents shall not be subject to this policy. This exemption shall apply to individual volunteerism only and shall not extend to donations of services by employees and agents of businesses or commercial entities, which shall be treated the same as donations of money or other contributions of economic value under this policy.

Legal Refs: MGL

Adopted: 2009

KE - CHAIN OF COMMUNICATION FOR PARENT/GUARDIAN

Although no member of the community will be denied the right to bring their concerns to the School Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the issues concern Committee actions or Committee operations only.

The Committee believes that concerns are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee.

Means of communication may be in the form of a telephone call or written correspondence. Electronic email may be used with the understanding that all emails are considered public documents. The proper channeling of concerns will be as follows:

1. Concerns from parent/guardian regarding academic, behavioral or discipline issues should use the following chain of communication as a means of problem solving:
 - Teacher
 - School building administrator (assistant principal/principal)
 - Central Office (different individual depending on specific issue)
 - Director of Finance and Operations
 - Director of Teaching and Learning
 - Director of Student Services
 - Superintendent
2. Concerns from parent/guardian regarding athletic issues should use the following chain of communication as a means of problem solving:
 - Coach of the Team
 - Head Coach
 - Athletic Director
 - Principal
 - Superintendent
3. Concerns from parent/guardian regarding transportation issues should use the following chain of communication as a means of problem solving:
 - Bus company
 - Assistant Principal (if applicable)
 - Principal
 - Central Office
 - Director of Student Services (if applicable)
 - Director of Finance and Operations
 - Superintendent
4. Concerns from parent/guardian regarding all other staff issues should use the following chain of communication as a means of problem solving:
 - Principal
 - Central Office
 - Director of Student Services (if applicable)
 - Director of Teaching and Learning
 - Director of Finance and Operations
 - Superintendent

As one moves further along the chain of communication, the staff is less directly involved and, therefore, will need time to research the situation before they can give an answer or solution. If a response is not received within 48 hours (two school days), it is recommended to move to the next level in the chain of communication. The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or the Committee must be in writing and should be specific in terms of the action desired.

The Committee may address concerns only after they have been explored by the appropriate administrative level according to the above sequences.

LEGAL REFS.: M.G.L. [76:5](#)

603 CMR [26.00](#)

Adopted: 2016

KF - COMMUNITY USE OF SCHOOL FACILITIES

It is the School Committee's desire that maximum use of school property be enjoyed by the townspeople. It is the Committee's intent that such use will maintain safe conditions and preserve the property for school program use.

Use of school buildings and other facilities by organizations will be permitted when educational, civic, or charitable purpose will be served; or a substantial group of citizens from the community will be benefited.

School facilities use must be in accordance with the regulations. The rental fee schedule will be reviewed and adjusted as needed by the School Committee every June.

Smoking on school property is prohibited. All school local, state and federal laws will apply on school property.

Facilities use application forms are available on the web, all school offices and the superintendent's office. **The application form must be submitted 30 days prior to the event. The application and final approval will be made by the school principal in consultation with the director of operations. The school department will provide written or electronic approval of the application prior to the event.**

Preference

In the event of multiple requests in process at the same time, preference for school facilities will be given in the following order:

1. Public school activities;
2. Parent-teacher activities;
3. Meetings and activities sponsored by the school committee and school personnel;
4. Official town public hearings and political activities;
5. Parks and playgrounds activities;
6. Local nonprofit and noncommercial organization activities;
7. Metropolitan civic, educational, social and religious organization activities if a substantial portion of the members are residents of the town.

*Please note: Schedule changes may be necessitated by unforeseen activities. Public School activities will take preference.

Legal Refs: MGL [71:71](#); [71:71B](#); [272-40A](#)

Adopted: 1988

Revised: 1989; 1998; 200; 2003; 2005; 2009

KF-R - COMMUNITY USE OF SCHOOL FACILITIES REGULATION

The use of facilities is governed by the following regulation.

1. At the time the application for use is approved, 50% of the cost of use must be paid. The balance of the cost is due within 15 days of the date of the scheduled event. Failure to pay all costs incurred may result in a denial of future use of school facilities.
2. School-related groups will be permitted reasonable use of school facilities without rental charge. Custodial and energy fees may apply.
3. All activities must be under competent adult supervision. In all cases, an assigned school employee will be present. The group using the facilities will be responsible for any damage to the building or equipment.
4. Groups receiving permission are restricted to the dates and hours approved and to the building area and facilities specified, unless prior approval for any requested changes.
5. Screening of personnel having contact with children is the responsibility of the organization requesting use of the facility.
6. The Amesbury Public Schools are latex and peanut sensitive environments.

Please do not bring any latex balloons or peanut/nut products into the buildings.

7. Groups receiving permission are responsible at all times for the observance of fire and safety requirements.
8. Smoking on school property and property limits is not permitted.
9. Proper liability insurance will be required of all groups given permission to use school facilities.
10. In situations where there is no cost factor to the school system, or in situations where a mutual exchange of facilities is possible between the school system and the organization, rates may be modified or eliminated by the business administrator. In situations where extended usage for a long period of time is required, rates may be set at contract prices.
11. The School Committee reserves the right to cancel any permission granted.

Legal Refs: M.G.L. [c272-40A](#)

Adopted: 2000

Revised: 2005; 2009

KF-E - Facilities Application Form

Organization _____

Individual Responsible (Please sign name) _____ (Please print name) _____

Street _____ Town _____ State _____ Zip _____

Telephone Number _____ Date _____

Email Address(required) _____

School Requested _____

Request of Use ☐ Auditorium ☐ Lighting ☐ Classroom ☐ Comp. Labs (Mac or PC)
 ☐ Cafeteria ☐ Gym ☐ Library ☐ Fields ☐ Other _____

Purpose of Use _____

Date(s) of Use _____ Day(s) of Week _____

Hours of Use (including rehearsals) _____

Is event open to the public? Yes No Cost of admission \$ _____

DO NOT WRITE BELOW THIS LINE (OFFICE USE ONLY)

Custodial Charge \$ _____ Per Hour Date(s) _____ x _____ Hours = \$ _____

(minimum of 3 hours) _____

Rental Charge: _____ Technical Director: _____ Stage Mgr.: _____

Lighting Charge: _____ Sound Tech.: _____ Spot Light: _____

House Mgr.: _____ Lighting Control: _____ Energy Fee: _____

Total Amount Due: _____

Date Due: _____ Date Billed: _____ Date Rec'd: _____

Approved _____ Rejected _____

Principal _____ Date _____

Comments: _____

Director of Operations _____ Date _____

KHA - PUBLIC SOLICITATIONS IN THE SCHOOLS

The school committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The Amesbury School Committee should provide students, parents, and employees some measure of protection from exploitation by commercial, noncommercial and charitable fund-raising organizations.
2. The Amesbury School Committee should not endorse or sanction commercial, noncommercial and fund-raising activities.
3. Commercial, noncommercial, and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the superintendent and principals may permit occasional commercial, noncommercial or fund-raising activities related to the objectives of the schools with the following exceptions:

No direct solicitation of students may take place without the superintendent's permission. No direct solicitation of employees may take place without permission of the superintendent and union leadership.

No general or class distribution of non-school affiliated organizations, commercial or fund-raising literature may take place without the superintendent's permission.

Any non-profit Amesbury youth organization may, with the superintendent's permission, distribute literature for youth activities, sign-ups, etc.

For the purposes of this policy, Amesbury Public Schools parent groups and groups representing school system employees, and the Amesbury Educational Foundation will be considered "school groups" and will be governed by the committee's policy on staff solicitations.

Adopted: 2000

Revised: 2003; 2009

KHB - ADVERTISING IN THE SCHOOLS

The School Committee will entertain possible initiatives for fund raising including advertising. The decision as to whether or not such advertising is detrimental to the learning environment rests with the School Committee. This policy will not prevent informational notices that are published by student organizations and school communication mediums subject to administration controls to be sent home. Commercially sponsored, free teaching aids may be used if the content is approved by the principal.

Any non-school advertising that takes place in the schools will be subject to prior School Committee approval.

Adopted: 1983

Revised: 1996; 2000; 2003; 2009

KI - VISITORS TO THE SCHOOLS

The school committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school and home cooperation and community understanding of how we carry out the school system's mission and goals. It must also be understood that safety and security of all students remain the School Committee's primary concerns.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher are strongly discouraged. The school district's policy of assigning a student to a particular class is the sole responsibility of the building principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end such requests should be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members to give adequate notice of the impending visits to the staff members.
3. For security purposes all visitors must report to the principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. All visitors are required to wear visitor passes. Teachers are required to ask visitors if they have registered in the principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Adopted: 2000

Revised: 2003

KL - PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the committee, the committee will refer them through the proper administrative channels for solution before investigation or action. Exceptions will be made when the complaints concern committee actions or committee operations only.

The committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher;
2. School building administrator;
3. Superintendent; and,
4. School Committee.

If a complaint, which was presented to the committee and referred through the proper channels, is resolved before it comes back to the school committee, a report of the disposition of the matter will be made to the committee and then placed in the official files.

Matters referred to the superintendent and/or school committee must be in writing and should be specific in terms of the action desired.

The committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Cross Refs: [BBAA](#), [BDDH](#), BC, [KLD](#)

Adopted: 1983

Revised: 1997; 2000; 2009

Reviewed: 2003

KLD - PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

All complaints about school personnel will be investigated fully and fairly. Before investigating, the complainant must submit the complaint in writing.

Whenever a complaint is made directly to the committee as a whole or to a committee member as an individual, it will be referred to the school administration for study and possible solution.

The superintendent will develop, for approval by the committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

Cross Ref.: BCC, Executive Session

Legal Refs.: [c29:23A](#)-C, Open Meeting Law

Adopted: 1983

Revised: 1997; 2003; 2009

KMG - BUSINESS AND INDUSTRY INVOLVEMENT IN EDUCATION

Since businesses and industries are an integral part of our community, the Amesbury School Committee strongly endorses collaborative efforts which benefit the educational program. The Amesbury School Committee believes that a strong bridge between the Amesbury School System and the local business community should be established.

Depending on need, the Committee will appoint a member to serve as School Business Liaison to facilitate communications between the schools and business and industry.

All cooperative programs, which must include a description of accountability, goals and desired outcomes, will be approved in advance by the building principal.

Adopted: 1992

Revised: 1999

Reviewed: 2003; 2009