



O'Maley Innovation Middle School

Student Handbook and Code of Conduct

2019 - 2020

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Gloucester Public Schools strive to prevent, oppose, and prohibit discrimination and harassment on the basis of race, religion, color, age, sex, national origin, sexual orientation, genetic information, ancestry, homelessness, or disability in its educational programs, services, activities, or employment practice.

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You and your parent/guardian must sign and return last page indicating you have received and read your handbook.

Vision Statement

The O'Maley Innovation Middle School will meet the individual needs of students in order to achieve their highest level of success by teaching 21st-Century skills and through an increased focus on STEM curriculum (Science, Technology, Engineering, Mathematics). As educators, students, and parents, we seek collaboration in order to create a respectful, safe, and inclusive culture in which all feel empowered to develop their intellectual skills and to think critically. Academically, we will create a culture of high expectations and high quality learning in every classroom. Emotionally, we will provide a culture of respect and acceptance while providing whole child supports to address student needs. In so doing, the school will foster a culture of respect of self, peers, school, and the Gloucester community.

Mission Statement

The O'Maley Innovation Middle School's purpose is to educate all students so that they achieve high standards of academic performance. In partnership with the community, we strive to engage students to become successful through dynamic, differentiated and authentic learning experiences while supporting the transition from childhood to adolescence. O'Maley Innovation Middle School supports educational and social endeavors that cultivate self-awareness, tolerance, and responsibility for one's actions.

Academics

Standards: Central to district and school goals is the development and documentation of a standards-based curriculum. The Common Core Standards have been mapped out for each grade and each subject area has established priority standards curriculum brochures outlining essential content standards for each grade (what each child should know and be able to do). Within the promotion of this curriculum lies effective instruction and assessment so that each child has the opportunity to demonstrate that he/she is showing progress towards meeting standards. The establishment of levels to which students are demonstrating their progress constitutes the performance standards. The writing portfolio is an example of such an effort.

Heterogeneous, inclusive classrooms: The O'Maley Innovation Middle School is committed to inclusive classrooms, which promote educational opportunities for all students in an environment that builds on understanding and valuing differences.

Homework:

Purpose: Homework is an important way for students to extend learning and for parents to be involved in supporting their child's learning. It is important for students and parent to understand the purpose of homework assignments so that habits for lifelong learning may be developed.

Homework fosters the following skills and habits:

- **Practice**, by reinforcing lessons and skills being taught
 - **Preparation**, by encouraging students to gather resources and to review or preview materials for class
 - **Critical Thinking**, by providing opportunities for students to apply and express concepts in a new way
 - **Study habits**, by developing independent learning skills
 - **Extended reading opportunities**, by assigning independent reading—studies show independent reading improves academic success
-
- **Time:** Total homework time should range between 1-2 hours, 4 nights each week. This amount includes all subjects, novel reading, and short-term and long-term assignments. Each grade-level team and specialists will distribute expectations, and parents are encouraged to seek clarification as needed.
 - **Homework Calendar/Assignment Notebooks:** Students in grades 6 and 7 will receive assignment notebooks which should be used daily to record homework assignments and additional clarifying information presented as the teacher reviews the assignment expectations. In all grades, homework assignments will be posted on Google calendars. Students and parents may subscribe to assignment calendars in order to easily access and monitor assignments and due dates. *(Google calendar posting by all teachers will begin in October 2019).*
 - **Organization:** Each team of teachers will hand out a list of supplies that students will need to complete and organize their work. Students will be expected to use these to help study and document their academic progress.
 - **Parental involvement:** Young adolescents at the middle school level still benefit from parental involvement and encouragement to develop organized individual study habits at home. This involvement includes such activities as working with students to check off assignments completed, creating a calendar for long-term projects, and establishing an area conducive to studying. School staff welcomes the opportunity to work with you around such matters

Specific Guidelines for Academics

Students who do not regularly complete homework assignments will be required to stay for homework club and may not be eligible for the Honor Roll.

Students who fail a subject in a term will be required to attend our mandatory extended-day program. This program is held on Mondays and Wednesdays for the purpose of remediation and to satisfy the requirements of a course.

Acceptable Dress

O'Maley Innovation Middle School students are responsible for engaging in the process of learning, and for taking school, their "workplace," seriously. We expect students to dress in attire that promotes their best selves during school hours, on school property, on field trips, and at all school events. Should attire be considered unacceptable, staff will phone home and request a change of clothing to be brought to school, and/or clothing will be provided.

Some Specific Guidelines:

- Tops/bottoms must completely cover the mid-section of the body when a student stands, walks, or sits, providing appropriate cover for movement; no skin should show.
- Clothing may not be sheer or see-through.
- Clothing may not include content that is suggestive, obscene, or promotes the use of alcohol, drugs, hate speech, or violence.
- Footwear should ensure safe travel throughout the school building and grounds at all times. Slippers are prohibited. Flip-flops and other open-toed footwear are prohibited in physical education classes and in some labs (at teacher's discretion).
- Hats, caps, hoods, and bandanas are not allowed in school; exceptions made for medical or religious reasons only.
- Sunglasses are not to be worn in school.

Attendance

In an effort to meet increased academic goals and the goals of our SAILS Initiative, strong attendance, academic, and conduct policies will be enforced. These policies constitute a shared contract between teachers, students, parents/guardians, and administration. Massachusetts General Law Chapter 76, Section 2 states that it is the duty of parents/guardians to assure that children attend school regularly. The statute defines "regularly" as no more than 7 standard absences and 14 half days in any six-month period. Additionally, M.G.L. c. 119, § 21 (a.k.a. Child Requiring Assistance ("CRA") and formerly known as "CHINS") states that the school district may file a CRA petition when a student is habitually truant. The statute defines "habitually truant" as a school-aged child, not excused under the lawful and reasonable regulations of the school for more than eight (8) days in a quarter.

Students are expected to attend school for 180 days. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session.

Parents are strongly urged not to schedule family vacations during school days and not to extend scheduled vacations. All work missed because of absences will be made up following the guideline of one makeup day per absent day. Teachers will provide the normal range of assistance upon the student's return to school; however, it is the student's responsibility to identify and make up missed work.

Examples of excused absences are absences for illness of the student (a doctor's certificate is required for absence of 5 or more days), a medical appointment (a doctor or dentist certificate should be provided), death in the student's family, religious holiday observance, or court appointments. Medical documentation to excuse an absence must be submitted within 10 days of the absence.

An unexcused absence occurs when children are absent, (with or without parental approval) for any other reasons including family vacations, or errands.

Students with chronic offenses of the attendance policy or of the school's code of conduct, or, who do not meet academic standards may be withheld from school activities including sports, dances and field trips.

Students who are tardy to school will be assigned an after-school administrative detention for each time tardy beyond five. The count resets to zero at the midway point of the school year for the purposes of detention.

Students with an excused appointment must be in school by 11:00am or will be marked absent.

Students must stay in school until 11:00 am or they will be marked absent (with the exception of being sent home sick). Students arriving after 11:00, without an excused tardy, will not be eligible to participate in any after school activities or sporting events.

After 10 ten days of absence the parents / guardian will attend an administrative conference to discuss student's absenteeism (excused or unexcused).

After 14 days of absences (unexcused), a student may be required to repeat the grade.

A Policy to Prevent Bullying (File: JIFCB)

Towards Respectful Relationships Within and Without Schools

1. PURPOSE AND SCOPE

It is the intention of the Gloucester Public Schools to provide a learning and working atmosphere for students, employees, and visitors in which they feel physically and emotionally secure — free from bullying and intimidation.

This policy reflects the requirements of the law as it relates to bullying, and the School Committee's understanding that students and staff perform at their best when they are free from a hostile working environment.

[See Part II of Student Handbook, File JICB](#)

The Gloucester Public Schools Bullying Prevention & Intervention Plan

I. Leadership

It is the intention of the Gloucester Public Schools to provide a working and learning environment for students, school staff and visitors in which they feel physically and emotionally safe. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

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

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or of damage to his/her property;
- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Please see Part I of Student Handbook, Bullying Prevention and Intervention Plan

Bus Behavior

The bus operator is in charge of the bus and the passengers. He/she is responsible for the safety of the students and for their conduct on the bus. Bus transportation can be denied temporarily or permanently if a student's behavior warrants it. The operator reports all violations of rules to the principal's office and a student may become ineligible for transportation if his/her behavior creates a problem or safety hazard on the school bus. Please refer to the transportation guidelines outlined on the district website for specific guidelines. Please know that CATA Transportation to school is covered by the same school bus behavior guidelines.

Bus Changes

Students are expected to ride the same bus to and from school. This is done to ensure the safety of our students. Only in extreme circumstances, and only with the principal's approval, are students allowed to travel on a bus they have not been assigned. In the event of such a circumstance, parents should call the school and send in a written request for a bus change for that day to the office.

Bus Cameras

File: ECAF

SECURITY CAMERAS IN SCHOOLS AND BUSES

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. It also includes monitoring to ensure the safe transportation of students to and from school.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings, on its property, and on school buses to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism, and other negative behaviors such as bullying, verbal or physical conflict, to safeguard district buildings, buses, 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, on school buses, and/or where there is no reasonable expectation of privacy.

For more information, see [Security Cameras in Schools and Buses](#)

Cafeteria

The Gloucester School Lunch Program participates in the Federal Child Nutrition Services Program to provide nutritious, balanced meals to the students of the Gloucester Public Schools. As part of this program we offer free and reduced price meal benefits to all qualified children. The application process is simple and confidential. Applications are given to all children at the beginning of the school year. Determination of benefits is made by the Food Service Office and forwarded to the appropriate school. You can apply

for benefits at any time during the year if you experience a change in household size or income.

- Monthly menus are published in the Gloucester Daily Times on a weekly basis and on our website (www.gloucesterpublicschools.com).
- A regular lunch is available for \$3.30. Weekly tickets can be purchased from the school cafeteria.
- Breakfast is available prior to the beginning of school. Cost for a complete breakfast is \$1.55
- ***IMPORTANT*** Students are not allowed to have energy drinks, sodas, or coffee products.

Breakfast Procedures

- The Cafeteria is open at 7:10am.
- Students are to go directly to breakfast from the bus.
- Students should not be tardy to their homeroom.
- Students are responsible to clean the table and floor around their seat.

Lunch Procedures

- Students must remain inside for the first 10 minutes at lunch.
- Students cannot go back to their classroom or to the bathroom without permission.
- Students will be respectful to each other and to the people in the kitchen.
- Students will be patient and talk quietly while waiting to be served.
- All students will sit at lunch - no moving around to other tables.
- There is a table designated as a peanut free table.
- Students should deposit all lunch litter in wastebaskets.
- Students should leave the table and floor around their area in a neat, clean condition.
- Enjoy your breakfast and lunch. This is your time to sit and talk with your friends.

MEAL CHARGE POLICY (File: EFD)

The Gloucester Public School District seeks to administer a fiscally sound, self-supportive School Food Service Program across the district. In doing so it shall offer nutritious meals, as defined by the USDA, for breakfast and lunch at low and competitive pricing as set by the School Committee.

This policy is designed to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program. It is intended to provide oversight and accountability for the collection of outstanding student meal balances, as well as establish uniform meal account procedures throughout the Gloucester Public Schools.

[See Part II of Student Handbook, Meal Charge Policy, File EFD](#)

Cell Phones/Electronic Devices

Student use of cell phones is permitted at O'Maley prior to 7:35 a.m. and after 1:55 p.m. *only*. **Students are not allowed to possess cell phones (or similar devices) during the school day and only with teacher permission at after school activities.**

Cell phone use creates a distraction to the learning process and is detrimental to positive social interaction in the community. In order to support student success with abstention during the school day and meet students' need for a communication device outside of the school day, there are three options for students:

Option 1: Students secure cell phones in their lockers for the day.

Option 2: Prior to arriving at homeroom, students bring their cell phones to their last period classrooms.

- ☐ The classroom teacher will keep phones secure throughout the day in a storage bin.
- ☐ The classroom teacher will return phones to students at dismissal.
- ☐ When Specialists or support classes are scheduled at the end of the day, students will leave phones in homeroom in the morning and pick them up after lunch before heading to the last block class where they will be secured in a bin until dismissal.
- ☐ **Note:** Teachers in a house may choose to keep phones for the day in homeroom as opposed to in the last period block.

Option 3: A student who is tardy to school or who will be dismissed early, shall secure his/her/their phone in the main office so that classes are not disturbed.

If a classroom lesson involves the use of a cell phone, the teacher will provide advanced notice so proper planning can occur. Inclusive tasks in which phones are voluntarily shared will prevent students from being excluded.

After school activities may require students to place their phones in a classroom bin upon arrival.

Policy Violations: If a student is seen with a cell phone, the staff member will confiscate the phone and turn it into the office. Staff will notify the assistant principal.

- ☐ **First Offense:** Assistant principal calls home to inform parents. Student may pick up phone at the end of the day.

- ❑ **Second Offense:** Assistant principal calls home to inform parents. Parent must retrieve the phone from the office.
- ❑ **Third Offense:** Assistant principal calls home to inform parents. The student will not be allowed to bring his or her phone to school for a period of time determined by the principal or assistant principal, up to the end of the school year.

Communication

Communication among students, parents and teachers is essential to a positive middle school experience. Parents are encouraged to call, email or arrange to meet with their child's teachers and/or the administration to discuss their child's progress or any concerns they might have.

In an effort to reduce paper consumption, newsletters, announcements, memos, etc. will be sent electronically this year. Hard copies all correspondences will be available in the office. Please inform the office of any email changes. Forms and notices will also be uploaded to the school website.

Conduct

The O'Maley Innovation Middle School community strives to create a safe, nurturing environment that is personal, encourages active learning, embraces diversity, and promotes personal and social responsibility. We are committed to a tone of decency (mutual respect and responsibilities) and to high expectations for student performance. We believe that everything a school does should be directed toward the education of its students to the maximum extent possible. Every situation, even a disciplinary one, is used to deepen understanding and apply knowledge.

There must be certain expectations in place for all individuals in order for a community to grow and succeed. Our goal at the O'Maley Innovation Middle School is to develop students who are self-disciplined and able to make good judgments about their behavior. Our expectations for behavior center on the right for all to enjoy an orderly atmosphere conducive to learning. Please refer to the guidelines for progressive discipline at the end of this document.

You are expected to be respectful and courteous at all times while you are on school grounds, on the bus, and during all school-related activities. Below you will find a general listing of expectations for students. Please note: more specific information follows and can be found in the detailed **Code of Conduct** on Page 38.

- Maintain respect for teachers, staff and fellow students at all times.
- Be on time for school and all classes.
- Walk to the right in hallways during passing time.
- No running in the building.

- Maintain quiet and orderly conduct during fire drills and all hazards drills, and follow the directions of staff members at all times.
- Food and beverages are not allowed in the classrooms or in the hallways.
- Fighting and roughhousing are not allowed on school grounds.
- Never leave the building without authorization.
- Respect all school property. Writing on or defacing furniture, walls, displays, etc. is prohibited.
- Profanity is prohibited on school grounds and at all school activities.
- Harassment/bullying of fellow students is not permitted.
- Throwing any objects including ice, snow, acorns, rocks, etc. during school time or at bus stops is not allowed.
- Each student must respect the property of his/her peers and teachers. Students are not allowed to enter lockers or desks of teachers or others students without permission.
- Help maintain your school's appearance by picking up discarded papers and other debris.
- Alcoholic beverages/drugs are strictly prohibited.
- Smoking, including electronic cigarettes and chewing tobacco are strictly prohibited.

Dismissal

Parents and visitors must report to the office before picking up students. No student will be dismissed without first checking with the office. Please send a note or call the office before dismissing a student. If a person other than the parent/guardian is picking up the child, please name him/her in the note. Identification will be checked.

Email

Parents are encouraged to provide current email addresses to the school. Most communication from O'Maley to families is conducted by email via School Messenger. This includes newsletters, announcements, and emergency messages. As a result, it is important to keep email addresses along with other contact information up to date in our student information system. Please inform the office whenever there is an update. Teachers will provide parents with the most efficient way of contacting them for the purpose of discussing a student's progress at the beginning of the school year when reviewing classroom policies and expectations.

Extra-Curricular Activities

In order for any student to participate in any athletic or extra-curricular activity, that student must have maintained a passing grade in at least four major subjects during the

previous marking period (Policy 5.7 & 8.2). A passing grade is considered to be a final average of 60% or higher.

Students who are excused from Physical Education class cannot participate in interscholastic athletics.

All students partaking in any interscholastic sports will have a physical examination just prior to the beginning of the season or within the last 12 months (Policy 10.10).

The School Committee has instituted a user fee for extra-curricular activities. Students are expected to pay all fees before participating in an activity or sport.

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

Please refer to the extra Curricular activity catalog posted on our website for a list of all activities.

Fighting

Fighting is not tolerated at O'Maley Innovation Middle School. There is **no** reason that justifies physical action against another student or an adult. Students are expected to:

1. Solve problems before they escalate.
2. Get help from a teacher or a guidance counselor.
3. Consult with the principal.
4. Walk away, and seek assistance.

Fire Drills/Emergency Preparations

- Regulations require that fire drills be held periodically during the school year. Each exit in the school is clearly indicated and the specific exit to be used by a particular class is clearly indicated in each classroom. The sound of the fire alarm is the signal to leave the building immediately by the designated exit. Students are expected to exit in an orderly manner and follow their teachers to the prearranged area outside the building where they should line up for the purpose of attendance.

- School lockdown drills and building emergency procedures are also practiced regularly following district policy.

Guidance

Guidance counseling services are available to all students, teachers, and parents. Please speak to the guidance counselor, your teachers, or the school office if you would like to make an appointment to speak to our counselor. Students may also contact their principal who will contact guidance.

Harassment Plan and Procedures

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. The procedures below have been adopted by the District to provide a method of prompt and equitable resolution of student and employee complaints of discrimination and harassment. This procedure is designed in compliance with state and federal laws which prohibited discrimination based on the above protected classes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Act, and M.G.L. c. 76 § 5.

[See Part II of Student Handbook, Student-to-Student Harassment, File JBA](#)

[See Part II of Student Handbook, Sexual Harassment, File ACAB](#)

Teen Violence Dating

O'Maley Innovation Middle School considers teen dating violence to be a form of harassment. Any and all instances of alleged teen dating violence are subject to this harassment policy, and its investigation procedures. Confirmed acts of teen dating violence will be subject to discipline in accordance with this harassment policy and the Code of Conduct.

Hazing

M.G.L. c. 269, Section 17 Hazing as defined in M.G.L. c. 269, Sec. 17, 18 and 19 is forbidden. The term "hazing" means any conduct or method of initiation into any student

organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3000.00 or by imprisonment in a House of Correction for not more than 100 days, or by both such fine and imprisonment. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced activity which endangers physical health or safety of any such student or any other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Any person(s) found engaging in hazing will be subject to suspension for up to 10 days, or possibly more serious penalties, depending on the seriousness of the hazing offense.

Duty to Report Hazing

M.G.L. c. 269, Section 18 Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime, shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.

Injury and Illness

If a student is injured or becomes ill, they are to ask for a pass to the Health Office. If a student becomes ill or is seriously injured, the parent will be notified immediately. If a parent cannot be reached in an emergency, the student will be transported to the hospital.

Immunizations and Physicals

Subject to the limited exceptions under M.G.L. c. 76, § 5 and the McKinney-Vento Act, The Massachusetts Department of Public Health requires that all students be fully immunized against measles, mumps, rubella, polio, diphtheria, tetanus, and pertussis.

Students entering Grade 7 must have a physician's certificate stating that the student has received a second dose of live measles vaccine. Please be aware that 7th grade is also the time in which boosters for other immunizations are necessary.

Physical examinations are required at grades: K, 4, 7, and 10. A physical form is available upon request. All appointments should be made outside of school hours when possible.

Internet Usage

We are pleased to offer students of the O'Maley Innovation Middle School access to the district computer network for the Internet. To use the Internet from the school computer network, all students must obtain parental permission and must sign and return the *Terms and Conditions for Use of Internet Form* to their homeroom teacher.

Lockers

Each student is assigned a hall/classroom locker and is expected to keep them in clean and usable condition. Lockers are the property of the Gloucester Public Schools and are loaned to the students. Students have no expectation of privacy in their assigned locker and the O'Maley Innovation Middle School administration has the discretion to search lockers at any time.

Medical

Two full-time registered nurses are available to monitor immunizations, administer first aid and dispense medications. Students may not keep medicine on their person or in their lockers. All medications must be delivered to the Nurses' Office by a parent or guardian in a pharmacy-labeled container accompanied by a parental note indicating the dosage and schedule for administration. Long-term daily medications must be refilled on schedule.

In case of illness or injury during school hours, affected students should report to the nurse with a note from their teacher. Permission to leave school due to illness or injury can be obtained from the nurse only after the parent or designated emergency person has been contacted. Parents or a designated person pick students up in the Nurses' Office located to the right upon entering the building. However, students are not allowed to contact a parent on their own to arrange for a nurse dismissal.

No School Announcements and Delayed Openings

During a weather related emergency or in a situation deemed by the Superintendent of Schools to be unsafe and not in the best interest of the students, the O'Maley Innovation Middle Schools or an individual school will be closed until the emergency has passed or the safety issue is addressed.

Each student will have on file and submit annually an emergency form providing school officials with information as to who should be contacted in the event of an emergency. Lacking specific instructions, the school will follow the usual release policy.

School cancellation or delay announcements are sent via School Messenger as well as posted the GPS website, and on local TV and radio stations.

Parents are encouraged to watch/listen for announcements rather than calling the school or police department.

Non-Discrimination

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, homelessness, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

The following individual has been designated to handle inquiries regarding the District's non-discrimination policies in education-related activities, including but not limited to inquiries related to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act.

Should you wish to file a complaint alleging discrimination of student or an employee based on disability, age, race, color, gender, national origin, religion gender, sexual orientation, or gender identity you may contact:

Mr. Gregg Bach, c/o
Central Office
Gloucester Public Schools, 2 Blackburn Drive,
Gloucester, MA 01930 (978) 281-9810

For further information on notice of nondiscrimination. Write: U. S. Department of Education, Office for Civil Rights, Customer Service Team, 400 Maryland Avenue, S.W., Washington, DC 20202-1100 or email: OCR@ed.gov. Call the Office of Civil Rights at 1-800-421-3481.

Pregnant Students

In accordance with state and federal law, the district does not discriminate against nor exclude students from its educational programs, or activities, including classes and extracurricular activities, on the basis of the student's pregnancy, childbirth, or recovery there from. Exceptions will be made only when a physician expressly prohibits the student's participation. The district requires a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school only to the extent that such certification is required for all students for other physical or emotional conditions requiring the attention of a physician. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. A student may take a leave of absence relating to pregnancy and childbirth for

any period of time deemed medically necessary by the student's physician. Following any such leave, the student will be reinstated to the status she held when the leave began.

Notification of Changes

Please notify the school regarding any changes in a student's status (e.g.: change of address, phone number, health, custody, etc.).

Physical Restraint of Students

The Gloucester Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

[See Part II of Student Handbook, Restraint Prevention and Behavior Support Policy and Procedures, File: JKAA](#)

Possession of Alcohol

The use of or possession of alcohol in any quantity is prohibited on O'Maley Innovation Middle School property and at all school sponsored events (Policy 5.4).

The building principal is authorized to question and search students regarding alcohol activity on school property whenever there are reasonable grounds to believe the student is violating the law.

Progress Updates/Report Cards

Academic progress in the form of grades will be updated in the SchoolBrains portal at the approximate halfway point of each term to inform students and parents of current performance levels. Teachers post grades for individual assignments or assessments in an ongoing manner throughout the term. Report cards will be sent home with students at the end of each term, and should be signed and returned to the student's homeroom teacher.

School Hours

Classes begin promptly at 7:40 am and end at 1:55 pm. Early release day hours are as follows: 7:40 am to 11:00 a.m. Students who are tardy to school must check in at the

office and receive a pass before reporting to class. Students who develop patterns of tardiness will be subject to disciplinary action.

School Property

All members of our school community are responsible for the proper care of school property, equipment and supplies and these items may be subject to search and/or inspection at any time. Students who willfully damage, deface, or destroy school property, equipment, technology, and supplies will be required to make restitution to the school and may be subject to disciplinary action.

Please be aware that damage to a school building is a violation of Massachusetts General Law 266 § 98 and carries serious consequences.

Tobacco/Vaporizer Use by Students

The use of tobacco products or vaping (tobacco or otherwise) by students within school buildings or facilities or on school property or buses is prohibited. In addition, tobacco/vaporizer use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

SOURCE: School Committee Policy, File: JICG

LEGAL REF: M.G.L 71:37H CROSS REF.: ADC, Smoking on School Premises

Approved Amended Policy by the School Committee on October 11, 2017

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance”

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

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and

services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

The Gloucester Public Schools is also subject to Title II of the Americans with Disabilities Act of 1990 (Title II), including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

Section 504 also protects employees: "No qualified individual with a disability shall, on the basis of his or her disability, be subjected to discrimination in employment under any program or activity" receiving federal financial assistance.

Individuals who have complaints regarding the school district's compliance with Section 504 may contact the District's 504 Coordinator:

Gregg Bach, Assistant Superintendent
2 Blackburn Drive
Gloucester, MA 01930
(978) 281-9833

Individuals who have complaints regarding the school district's compliance with Section 504 can bring suit in federal district court against the school districts or persons in their individual capacity. Parents and employees can also file complaints with the OCR regional office at 5 Post Office Square, 8th Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11th Floor, Boston, Massachusetts 02114. Employees can also file a complaint with the Equal Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

Special Education

Under M.G.L. c. 71B and the Individuals with Disabilities Education Act of 2004 ("IDEA"), Special Education services are provided to students found eligible after an initial IEP Team meeting. To be found eligible for services, a student must have one or more of the following disabilities: mental retardation, a hearing impairment, a speech or language impairment, deaf-blindness, autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that, as a result of one or more disabilities, the student is unable to progress effectively in the general education program without the provision of specially designed instruction, or is unable to access the general curriculum without the provision of one or more related services. Again, based upon the results of testing related to the determination of one or more disabilities, the Team shall determine whether or not a student is eligible for Special Education services.

The district offers an array of services designed to meet student needs. Special Education services and placement determination are the responsibility of a multi-disciplinary team comprised of professionals who have assessed the student in any areas of suspected need; in addition, the Team will include a regular education teacher, an administrator, and, most importantly, the student's parent or guardian.

Upon completion of an initial evaluation, and with the finding of one or more disabilities that are shown to inhibit effective progress or access to the curriculum without specialized instruction and/or related services, the Team develops an individualized educational program (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating for the student's disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the *Parent's Rights Brochure* are available in the Special Education Department located at O'Maley Innovation Middle School or from the school buildings' Evaluation Team Facilitator.

Transportation

The Gloucester Public Schools provide free bus transportation for Grade 6 students who live more than 2 miles from school. Transportation will be provided for a fee as follows:

- Students in Grade 6 who live over 1.5 miles but less than 2 miles may request to ride the bus for the full fee if space permits
- Students in Grades 7-8 who live over 2 miles from school.

The Fee Schedule is as follows:

- Full Fare \$100 per rider
- Family Cap \$200 per family.

A one-way pass for \$70 will be available on a space available basis only: one-way passes will be processed only after two-way passes are processed.

All eligible bus students who qualify for free or reduced lunch will be eligible for a reduced fee as follows:

- Reduced Lunch \$50 per rider
- One Way \$35
- Family Cap \$100
- Free Lunch-Free

No fee will be reduced unless a Financial Application is filed and approved — Application forms are available on-line, at schools and the district office.

User Fees

The school committee determines user fees and activity fees. Current middle school fees are:

Athletic Teams:

	Full Fee	Reduced Lunch Fee Free	Lunch Fee
Hockey	\$200	\$135	\$90
Basketball	\$50	\$40	\$25
Cross Country	\$50	\$40	\$25
Field Hockey, Track	\$50	\$40	\$25

Co-curricular clubs and Activities:

Drama (Per Production)	\$30
Middle School Music	\$75

Web Page: <http://omaleyn.gloUCEsterschools.com>

The middle school web page is a valuable resource for information about what is going on at O'Maley Innovation Middle School. We will try to keep it updated with links to important notices and forms that can be downloaded and returned to school. District information and links to all of the schools can be found on the district page: www.gloUCEsterschools.com.

The O'Maley Innovation Middle School Code of Conduct

The faculty of the O'Maley Innovation Middle School expects that your child is coming to school to learn. Therefore, anything that disrupts the educational environment is not tolerated. Although we recognize that students make mistakes from time to time, we must insist that they are held accountable for their actions. All offenses against the Code of Conduct will be entered in a discipline database.

Our Code of Conduct reflects today's norms. Behaviors that were previously dismissed as adolescent teasing or the like can now be seen as criminal. We encourage all parents to sit down with their child and read the Code of Conduct as well as the expectations outlined in our student handbook.

Student Behavior Standard

We recognize that students do not surrender their rights of citizenship as they pass through the schoolhouse door. We further recognize that students within the school setting are not entitled to any special rights, privileges, or immunities not enjoyed by citizens in the larger community. It is expected student behavior will be such that there are no distractions from instruction, that positive and constructive interpersonal transactions exist, and that the freedom for intellectual and personal growth is enhanced by mutual respect among all individuals in the school. We insist that the educational welfare of the individual pupil and of the larger school community be the primary determinate in setting behavioral standards and expectations. Therefore, all disciplinary actions and procedures must be directed toward serving educational needs.

Student discipline procedures are to be progressive, except those instances cited elsewhere within this policy. The disciplinary actions are not necessarily sequential; that is, inappropriate behavior has varying consequences depending on the seriousness of the event, the circumstances of the occurrence, and the number of repeat offenses. It is expected that disruptive student behavior will be, first, the responsibility of the classroom teacher and, if continued, the responsibility of the building administrator. Progressive discipline procedures shall lead to a definitive conclusion within a reasonable period of time. The progression of discipline need not relate to the same or similar incidents, but to the accumulation of incidents. It is not intended that there be an endless opportunity for a student to demonstrate defiance within the reasonable rules and regulations of the school.

This policy shall outline the guidelines for the school. Included shall be the minimum response procedure and delegated authority for response. There exist three levels of misconduct with incremental degrees of seriousness of offense and punishment. At each progressive level, the student shall be made aware of the level of the offense and the consequences for repeated offenses. The infraction consequences listed are not exhaustive nor are they meant to be; rather, these are guidelines for addressing inappropriate conduct and suggested disciplinary consequences. A range of discipline is possible within these guidelines, and school administrators have the discretion to impose more severe consequences than contained within these guidelines, depending on the individual circumstances presented.

The staff or principal will determine the severity of an incident. On occasion a level one offense may be reprimanded as a level two or level three offense.

The administration reserves the right to invoke any other consequences deemed appropriate.

Level One (Minor Infractions)

Student engages in misbehavior that interferes with classroom order, or with the orderly operations of the school.

Student Behaviors

Defiance/Insubordination/ Non-compliance (M – Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M – Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students
Disruption (M – Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M – Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M – Innap. Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M – Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M – Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M – Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M – Tardy)	Student arrives to class after the start of class.
Technology Violation (M – Tech)	Student engages in non-serious but inappropriate use of cell phone, Chromebook, computer, music/video players, camera and/or iPod/MP3 device.

Possible Disciplinary Actions for Level One Behaviors

This misbehavior can usually be handled by the staff members observing them, but sometimes require supervision of other school personnel.

- Verbal reprimand
- Special assignment related to the misbehavior

- Behavior contract
- Detention after school
- Withdrawal of privileges
- Written communication

Level Two (Major Infractions)

Student engages in frequent misbehavior that disrupts the learning climate of the school or classroom. These problems usually result from a continuation of level one misbehavior, which now requires the intervention of a school administrator.

Student Behaviors

Abusive Language/ Inappropriate Language/ Profanity (Inapp. Lang.)	Student delivers verbal messages that include swearing, name calling, or use of words in inappropriate ways.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/Insubordination/ Non-Compliance (Defiance)	Student engages in refusal (possible repeated) to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained, unacceptable out-of-seat behavior.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, gender identify, ethnicity, sex, race, religion, disability, physical features, or other protected class.

Inappropriate Location/Out of Bounds Area (Out of Bounds)	Student is in an area that is outside of school boundaries.
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Property Damage/Vandalism (Prop Dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skiping Class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late to class or the start up of the school day (3 or more times per term).
Technology Violation (Tech)	Student engages in inappropriate use of cell phone, Chromebook, computer, music/video players, camera and/or iPod/MP3 device.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.

Possible Disciplinary Actions for Level Two Behaviors

- Special assignment related to the misbehavior
- Behavior contract or behavior modification program
- Detention after school
- Withdrawal of privileges: including field trips and extra-curricular activities.
- In school suspension
- Out of school suspension
- Restitution for damages to school property
- Parent conference

Level Three (Major Infractions)

Student's behavior is directed toward persons or property that could pose a direct threat to the safety of others in the school. Some of these acts might be considered criminal. They are serious enough that they require administrative actions that result in the immediate removal of a student from school, and possible police action.

Student Behaviors

Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.

Physical Aggression (Pagg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.

Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco or e-cigarettes.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (<6”) and guns (real or look alike), or other objects readily capable of causing bodily harm.
Property Damage/Vandalism (Prop Dam)	Student participates in an activity that results in destruction or disfigurement of property.

Possible Disciplinary Actions for Level Three Behaviors

- In the case of student possession or use of e-cigarettes (vaping), the O’Maley Vaping Diversion Education Program will be offered with reduced suspension to first offenders. Students who fail to complete the diversion program will face additional suspension and potential legal action in compliance with MA General Laws related to tobacco and/or drug paraphernalia.
- Suspension
- Expulsion
- Alternative schooling
- Contact law enforcement officials

Due Process

Suspension and Due Process

“Due Process” shall be followed in all disciplinary cases involving suspension or expulsion of a student.

[See Part II of Student Handbook, Student Conduct, File JIC](#)

Procedures for the Discipline of Special Education Students and Students on 504 Plans

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition, to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special education services and who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined in Section 504 of the Rehabilitation Act (“Section 504”), are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student’s removal for more than ten (10) consecutive school days or for more than ten (10) days in a school year, under circumstances constituting a pattern of exclusion.

[See Part II of Student Handbook, Procedures for the Discipline of Special Education Students and Students on 504 Plans](#)

Discipline for Students Not yet Found Eligible for Special Education

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred.

[See Part II of Student Handbook, Procedures for the Discipline of Special Education Students and Students on 504 Plans](#)

FERPA and Student Records

To facilitate the educational process and to provide students with appropriate instructional and related services, the Gloucester Public Schools collects and maintains certain information regarding students and their families, including information of a confidential nature. The Massachusetts Student Records regulations and the Federal Family Educational Rights and Privacy Act (FERPA) provide that parents (including legal guardians), eligible students and school officials are entitled to have access to such information, but protect such private information from disclosure to most third parties without the prior consent of a parent or eligible student. Questions concerning student records that are not addressed in this Handbook should be directed to the Principal.

[See Part II of Student Handbook, Student Records, File: JRA-R](#)

[See Part II of Student Handbook, Non-Custodial Parents' Rights, File: KBBA](#)

The Protection of Pupil Rights (PPRA) Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the Gloucester Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
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 program eligibility.

The Gloucester Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law. If the school does not receive notification that a parent wishes to opt their child out of participation in the survey, passive parental consent for participation will be assumed.)

McKinney-Vento Homeless Education Assistance Act

The federal McKinney-Vento Homeless Education Assistance Act requires that schools 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, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

- Homeless students have a right to either remain in their school of origin or to

attend school where they are temporarily residing;

- Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found;
- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
- If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;
- A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;
- A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Ann Marie Jordan, Coordinator for the Homeless, at 978-281-9816 or The Office for the Education of Homeless Children and Youth on the following website: <http://www.doe.mass.edu/mv/#office>.

Student Responsible Use Policy (File: IJNBD)

Guide to the GPS: Responsible Use of Technology (Grades 6 – 12 Students)

The Gloucester Public Schools (GPS) provides a wide range of technology resources for student use. These technology resources are to be used only for educational purposes which are defined as: classroom activities, research projects, career and professional development and high quality self-discovery activities of an educational nature.

This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by GPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The GPS uses a filtering system to track and monitor all computer and Internet use on the GPS network. The system is designed to prevent access to educationally inappropriate sites. It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the students' responsibility to report any inappropriate site to the teacher.

Below are examples, but not an exhaustive list, of online conduct that may constitute a violation of federal and/or state criminal laws relating to cybercrime:

- **Criminal Acts:** These include, but are not limited to, “hacking” or attempting to stalking, child pornography, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person’s identity and/or identity fraud.
- **Libel Laws:** Publicly defaming people through publishing material on the Internet, email, etc.
- **Copyright Violations:** Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

1. I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT

I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to

use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

2. **I AM RESPONSIBLE FOR MY LANGUAGE**

I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.

3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE**

I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. **I AM RESPONSIBLE FOR MY USE OF THE GLOUCESTER PUBLIC SCHOOL NETWORK**

I will use GPS computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any GPS computer resources unless authorized by school administrator/teacher as part of a school assignment. I will not use the GPS resources for gambling or political purposes. I will not use the Gloucester Schools' resources for social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation without the consent of my teacher. I understand the use of the GPS network for illegal or commercial activities is prohibited.

5. **I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES**

I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.

6. **I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE**

I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out emails, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GLOUCESTER PUBLIC SCHOOLS' NETWORK**

I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.

8. **I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY**

I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives).

9. **I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE**

I will obey copyright laws. I will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.

10. **I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHENEVER I PUBLISH ANYTHING ONLINE**

I will follow all guidelines set forth by the GPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself or others, including but not limited to: names, addresses, phone numbers or schools. I will not post photos of students with their first and last names on any online site, including but not limited to: blogs, wikis, and discussions forums.

11. **I AM RESPONSIBLE FOR MAINTAINING THE SAFETY OF OTHER PEOPLE AND PROPERTY WHILE ONLINE**

I will report any material that I feel may constitute a threat against the safety of fellow students, staff members or the property of the Gloucester Public Schools to a teacher, administrator or another trusted adult.

Student Responsible Use Policy SIGNATURE PAGE

Students & Parents/Guardians: Please review the GPS Responsible Use Policy (File IJNDB) on the preceding pages, then sign the form below to indicate your agreement to use GPS technology responsibly.

This Acceptable Use Policy was developed with input from GPS administrators, teachers, students, and parents. By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

- As a Gloucester Public School student, I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the GPS and are not private. GPS has the right to access my information at any time.
- I understand that GPS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of Massachusetts.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
- I understand the Gloucester Public Schools administration reserves the right to amend this policy at any time without prior notice.

Parent or Guardian:

As the parent or guardian, I have read the GPS Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of GPS, and that student use for any other purpose is inappropriate. I recognize it is impossible for GPS to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Gloucester Public Schools.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

Student:

I understand and will obey the rules of the GPS Acceptable Use Policy (on pages 1 and 2). I will use GPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Discipline and/or prosecution under state and federal law.

Student's Name (please print) _____

Student's Signature _____ Date _____

Student/Parent/Guardian Student Handbook SIGNATURE PAGE

This handbook has been provided as part of your agenda book to inform you and your parent(s)/guardian(s) of the rules, policies and procedures of the O'Maley Innovation Middle School and the School District.

You and your parent(s)/guardian(s) are urged to review this handbook in its entirety. If you have any questions regarding any content of this handbook, please direct your questions to the Principal.

A copy of any O'Maley Innovation Middle School Committee Policy referenced in the book is available upon request.

This information has been provided to ensure you have a clear understanding of the expectations, policies and procedures. You are encouraged to review your handbook on a regular basis.

Please sign below and return this page to your homeroom teacher by the requested date.

I have received the O'Maley Innovation Middle School Handbook. I have read it carefully.

Student Signature

Date

I have reviewed this handbook with my child and understand the expectations set forth. I further understand that consequences including, but not limited to, warnings, detention, parent conference, in house suspension, suspension, or expulsion may be applied by the administration should my child deviate from the policies stated herein.

Parent/Guardian Signature

Date

Part II of the Student Handbook



2018-2019

NONDISCRIMINATION

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, homelessness and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

AFTER SCHOOL ACTIVITIES (File: JJ)

Purpose

The School Committee believes that participation in afterschool programs provides students with important opportunities for extending their learning after the formal school day.

After school activities typically involve the extension and acquisition of personal and team knowledge and skills, including critical thinking and problem solving, and the development of social and emotional intelligence through participation in collaborative and team pursuits. After school activities provide students with opportunities for exploring new interests, for disciplined commitment, creativity, leadership, citizenship, and the practice of ethical behavior and accountability to their peers.

After school activities also provide an opportunity for students to relate to adults in a less formal setting than the classroom. Sponsors of after school activities and athletic coaches have opportunities to be significant role models, to share enthusiasms, knowledge and skills, and to enable students to work together towards common purposes and shared goals.

Success in competition or excellence in performance should not be the sole criterion of quality. Opportunity for student participation and development are also important goals of after school programs.

Participation

With certain exceptions, all after school programs shall be open to students at the appropriate grade level who are residents of Gloucester, subject to their meeting all the eligibility criteria that must be satisfied by students attending GPS schools, and payment of the appropriate participation fee.

The exceptions are those competitive sports in which a team representing GHS or O'Maley Middle School is selected by its coach; i.e. sports in which a restricted number of students are on a team or in a squad. Students resident in Gloucester attending schools other than GPS schools may participate in no-cut competitive athletic events as individuals, but not represent a GPS school.

Gloucester students who are home-schooled and are therefore considered the responsibility of the school district are entitled to participate in all activities, including cut sports if there are insufficient GPS students to make up a team.

Participation in high school interscholastic athletics shall be in accordance with the regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

Participation in interscholastic athletics shall require the presentation of written proof of parental approval and medical insurance, and fitness to participate signed by a certified physician prior to participation.

In the case of students attending schools outside Gloucester, written proof of parental approval must be provided for participation in any after school activity. The note of approval must be countersigned by the Principal of the school attended by the student to confirm the school's awareness of the participation.

In order to train or compete or participate students must be in good standing academically and socially, and have attended school on the day in question.

Participation Fees

The School Committee shall set annual participation fees for different activities.

Principals have discretion to waive participation fees for students who would otherwise be prevented from participating in the program.

Activity sponsors and coaches shall be responsible for the timely collection of participation fees.

Principals and Department Heads will be responsible for the timely banking of participation fees in appropriate revolving accounts.

Activity Sponsors and Athletic Coaches

The appointment of activity sponsors and athletic coaches shall be recommended to the Superintendent of Schools by the relevant school Principal, who shall also be responsible for evaluation arrangements at the conclusion of each athletic season or activity year.

Coaches will be paid a stipend for each season for which they are responsible after the end of the season.

Sponsors of an after school activity will receive payment at the end of the school year.

In order to secure progression in opportunities and expectations, the Principal of O'Maley Middle School will consult with the Athletic Director of GHS on the scope of the middle school program and the appointment of coaches.

School Committee Funding and Support

Within the overall budget available, the School Committee will endeavor to provide

funding support for after school activities, taking account of projected participation fees and other revenue generated by the activity.

The School Committee appreciates the opportunities for after school activities that are provided by volunteers.

Revised by the School Committee on 9/27/17

ASSIGNMENT OF STUDENTS TO SCHOOLS (File JCA)

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

Special permission may be granted for the following reasons:

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

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

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J

Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74

Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JC, Attendance Areas

BULLYING: A POLICY TO PREVENT BULLYING (File: JIFCB)

Towards Respectful Relationships Within and Without Schools

1. PURPOSE AND SCOPE

It is the intention of the Gloucester Public Schools to provide a learning and working atmosphere for students, employees, and visitors in which they feel physically and emotionally secure — free from bullying and intimidation.

This policy reflects the requirements of the law as it relates to bullying, and the School Committee's understanding that students and staff perform at their best when they are free from a hostile working environment.

In order to achieve the intention to provide an atmosphere in which staff and students feel physically and emotionally secure, the school district will:

- a) implement the new statute concerned with bullying;
- b) establish clear expectations regarding behaviors that are not acceptable;
- c) establish responsibilities on the part of staff, students, and parents for responding to unacceptable behavior;
- d) provide training for all categories of personnel and make available training for parents, with the aim of ensuring that there is a consistent and informed response to unacceptable behaviors;
- e) ensure that developmentally appropriate curricular experiences are provided at all grades with the aim of fostering respectful relationships;
- f) establish protocols for the investigation of alleged unacceptable behavior, and the recording of the outcomes of such investigations; and
- g) liaise with community-based organizations with an interest in the development of resilience among youth, and respectful relationships within school and the community.

Schools tend to reflect the communities they serve. It is therefore understood that the creation of a culture within schools and the community in which adults and students feel emotionally and physically secure is the responsibility of school administration, school staff, parents, students, and the wider community.

1.1 Bullying

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

or any combination thereof, directed at a victim that:

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or of damage to his/her property;
- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Bullying should not be confused with isolated conflicts between students or staff. Research on bullying identifies it as behavior that occurs repeatedly, that is intended to harm the victim, and that involves a power imbalance between the victim and the person or persons who are bullying.

"Cyber-bullying" is defined as 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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 (i) to (v), 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 (i) to (v), inclusive, or the definition of bullying.

1.2 Conflicts that are not or may not be bullying

- Students jostling for position at a water fountain.
- Name-calling arising out of a single and specific moment of disagreement or anger between students.

- Two students get into a fight. One suffers a bloody nose.
- Notice that in all cases of significant conflict, such as in the last example, intervention by teachers or other school **personnel should occur** even if the case is not judged to be a one of "bullying".

Conflicts that are likely cases of bullying:

- Name-calling that is done repeatedly, clearly intended to cause discomfort. *Aggravating circumstance:* Student doing name-calling is older than victim; or, several students are engaged in the name-calling of a single individual.
- One student repeatedly initiates fights **or physical discomfort** with a second student and it apparently intent on harming the second student. *Aggravating circumstance:* The initiating student is larger/stronger than the second student; the initiator is egged on or supported by one or more other students; the initiating student shows a pattern of victimizing other students.
- One student uses a social networking site to post offensive picture of a second student, pictures clearly intended to cause ridicule and discomfort to that student; the student also engages in other acts or gestures harmful to victim. *Aggravating circumstance:* The student posting pictures is joined by other students in posting negative statements or images about the victim.

2. POLICY

2.1 Prohibition of Unacceptable Behavior

Bullying as defined above, shall be prohibited:

- (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus, or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school; and
- (ii) at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or

materially and substantially disrupts the education, process, or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

2.2 Gloucester Bullying Prevention and Intervention Plan

As required by M.G.L. Chapter 71, Section 370, the Gloucester Public Schools has developed a Comprehensive Bullying Prevention and Intervention Plan (the Plan) in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan includes provisions for the following:

- Procedures for responding to and investigating reports of bullying.
- Strategies for protecting those who report bullying.
- Notice to the parents or guardians of students involved in bullying, including perpetrators and victims.
- Notice to students of the anti-bullying policy through student handbooks.
- Confidentiality of records.
- Appropriate services for students who have been bullied or who are bullies.

The Gloucester Public Schools will review the Plan every other year.

LEGAL REFS.: An Act Relative To Bullying In Schools, 2010 (Senate, No. 2404).
 Title VII of the 1964 Civil Rights Act, Section 703.
 Title IX of the 1972 U.S. Civil Rights Act.
 M.G.L. 151C
 M.G.L., 76:5.
 M.G.L.69:17,18, and 19.
 M.G.L.71:82 and 84

CROSS REF.: JK, Student Discipline

SOURCE: Gloucester

Amended by the Program Sub-Committee on October 4, 2013

Approved by the School Committee on October 9, 2013

BULLYING PREVENTION AND INTERVENTION PLAN

I. LEADERSHIP

It is the intention of the Gloucester Public Schools to provide a working and learning environment for students, school staff and visitors in which they feel physically and emotionally safe. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Gloucester Public Schools prohibits bullying behavior in all its forms. Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the Gloucester Public Schools, and
- (ii) at a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased or used by the Gloucester Public Schools if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions or programs.

Public Involvement in Development of the Plan - This plan has been developed in consultation with the greater school and local community, including teachers, school staff, administrators, community representatives, Gloucester Police, students, parents and guardians. These key stakeholders will also be involved in the implementation and evaluation of the Plan.

Assessing Needs and Resources - As part of the planning process for the development of this Plan, the Gloucester Public Schools assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available local data regarding bullying and behavioral incidents, and assessed available resources including curricula training programs and behavioral health services. Sources for these data points included building principals and support service staff, the district's Youth Risk Behavior Survey data from O'Maley Middle and Gloucester High Schools, the Essex District Attorney's

Office, the Massachusetts Department of Elementary and Secondary Education and the Safe and Drug Free Schools Program of the U.S. Department of Education.

Planning and Oversight - The tasks listed in this Bullying Prevention & Intervention Plan (“the Plan”) are considered important to be in compliance with the district’s Bullying Prevention Policy. Each principal is required to submit to the Superintendent or his/her designee a Responsibility Checklist yearly that each task outlined in the Plan is completed each year.

The district recognizes that each task requires some degree of discussion among each school community in order to develop the school’s strategy for implementation. This document is designed to help each school develop strategies to implement throughout the school year. School administrators will revisit this document regularly to assess the degree to which plans are being carried out, examine whether strategies are effective, and make modifications to strategies where necessary.

The tasks listed in this document are not meant to be exhaustive. School administrators are encouraged to examine additional tasks that may be important for the school’s effectiveness in addressing bullying specifically and promoting a positive school climate.

The Gloucester Public Schools is committed to providing an ongoing evaluation process of its effort to implement the Plan. To this end, the Superintendent assigns the district Health Advisory Committee with this evaluation task. Committee membership includes, but is not limited to, a district administrator, the district Health Coordinator, the district Nurse Leader, a physical education and/or health teacher, a school nurse, a representative from the Gloucester Health Department, a parent and such other community agencies and programs as the School Committee may approve from time to time. The committee will meet a minimum of 4 times during the school year. The committee will be responsible for evaluating the implementation of the Plan, in collaboration with building principals and support service staff. The committee shall provide regular advice to the Superintendent based on the data points identified in this Plan. The committee will submit an annual report to the Superintendent every two years.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual staff training on the Plan - Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development -The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Based on needs identified by the district or individual schools, additional areas for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Written notice to staff. The Gloucester Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections

related to staff duties, in the school or district employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

The Gloucester Public Schools believes that a key aspect of promoting a positive school climate is ensuring that the underlying emotional needs of students, families, and others are addressed.

A. Identifying resources. In 2007, the Gloucester Public Schools established a Coordinated Wraparound Services Team. Currently, membership includes school administrative and support service staff, area mental health agency staff, private clinicians, representatives from the Gloucester Health Department, the MA Department of Mental Health, the MA Department of Children and Families, a local NAMI (National Association for the Mentally Ill) chapter and a representative from Samaritans. The purpose of the team is to share expertise in recommending policies and procedures to the schools and District and to provide technical assistance in the implementation of an integrated school-based mental health response system, identify pre-arranged contacts, referral sources and procedures with local crisis service personnel, police, and emergency medical providers to ensure necessary services are accessible in a crisis and identify and address gaps in services for students in need of mental health and/or substance abuse services. By June 2011 the Coordinated Wraparound Services Team will assist the district in the development of a Resource Manual that lists internal and external resources, including populations served, treatment modalities available, services provided in languages other than English, and eligibility criteria.

B. Counseling and other services. The Gloucester Public Schools will make the Resource Manual developed by the CWS available to appropriate school staff and provide school staff the opportunity to learn about the resources available in the community. To this end, starting in September 2011, the district will host a Youth Service Provider Networking Breakfast. School and district administrators and support service staff will be invited to the breakfast and community service providers to attend with descriptive information about services provided.

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

D. Referral to outside services. The Gloucester Public Schools will establish a unified referral protocol for referring students and families to outside services by September 2011. The Gloucester Coordinated Wraparound Services Team will be tasked with developing the protocol with significant input from qualified school staff.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches. Bullying prevention curricula/programs adopted by the Gloucester Public Schools will be informed by current research, which, among other things emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including that the behavior is repeated, intentional and that there is an underlying power imbalance (RIP);
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Beginning in January 2011, the district will establish 3 grade level based bullying prevention curriculum advisory groups. Group membership will include the district Health Coordinator, at least one grade-level administrator, at least one teacher, at least one support service staff. Each group (elementary, middle and high school) will develop curricula/program recommendations which will include what curricula/programs will be implemented at each grade level, and a timeline for implementation. Groups will review existing programs and strategies that already exist in the district, including Second Step Violence Prevention Program, Responsive Classroom, Project Adventure, Olweus Bullying Prevention Program, and Safe Dates, and will review the professional literature to address gaps in programming/strategies. Groups will present their recommendations to the Assistant Superintendent for Teaching and Learning on the following deadlines:

Elementary Schools – June 2011

Middle School – September 2011

High School – June 2012

B. General teaching approaches that support bullying prevention efforts. The Gloucester Public Schools believes that the following approaches are integral to establishing a safe and supportive school environment. These approaches underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for

- students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

The Gloucester Public Schools will continue to provide school staff with the resources to apply these approaches in all aspects of school life. The district will do this through professional development, opportunities to consult on individual cases, and staff supervision and evaluation.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written (staff includes educators, administrators, nurses, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular advisors, paraprofessionals or any other member of the district). Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The Gloucester Public Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form¹ and an Investigation Form,

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be available in English, Spanish and Portuguese.

At the beginning of each school year, the Gloucester Public Schools will provide the school community, including administrators, staff, students, and parents or guardians,

¹

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

1. Reporting by Staff

A staff member will report in a timely manner to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation (staff includes educators, administrators, nurses, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular advisors, paraprofessionals or any other member of the district). The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

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

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the Gloucester Public Schools use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's anti-bullying curricula;

- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct. All disciplinary action for students who are found to have committed an act of bullying or retaliation shall be in accordance with the Gloucester Public Schools disciplinary policies, which may include warnings, parent conference, loss of privileges or participation in school activities, detention, up to and including suspension of appropriate duration, or expulsion from school. If the principal or designee determines that an employee has violated this policy, appropriate action will be taken. Any discipline taken against an employee for the violation of this policy will be in accordance with the collective bargaining agreement .

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student or a member of a school staff knowingly made a false allegation of bullying or retaliation, that student or staff member may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether

additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Parent education and resources. The Gloucester Public Schools will offer educational opportunities for parents and guardians that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the district or school. Beginning in March 2011, programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification requirements. Each year the Gloucester Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Gloucester Public Schools will post the Plan and related information on its website by January 1, 2011.

VII. DEFINITIONS

Aggressor is a student or a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (i) causes physical or emotional harm to the target or damage to the target's property;
- (ii) places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

VIII. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Gloucester Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the Gloucester Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the Gloucester Public Schools to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

GLOUCESTER PUBLIC SCHOOLS INCIDENT REPORTING FORM

Directions: If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report

an incident of alleged aggression or bullying, complete this form and return it to the Principal or Assistant Principal at the student's school. **All school employees are required to report alleged violations.** Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Name of reporter/person filling the report: _____ Today's date: _____

Check whether you are a: ☐ Student, ☐ Parent/Guardian, ☐ School Staff Member, ☐ Other (specify) _____

Reporter's Phone #: (____) _____ Reporter's E-mail (optional) _____

If reporter is a student, state your school and grade: _____

If reporter is a school staff member, state your school or worksite: _____

INFORMATION ABOUT THE INCIDENT:

Name of Alleged Target/Victim: _____ School Attending: _____
Grade: _____

Name of Alleged Aggressor: _____ School Attending: _____
Grade: _____

Date(s) & time(s) of incident(s) – include month, day, year: _____

Location(s) of incident(s) – please be specific: _____

Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Place an X next to the statement(s) that best describes what happened (choose all that apply):

- | | | | | |
|---|---------------------------------------|--|---|--|
| <input type="checkbox"/> Teasing | <input type="checkbox"/> Threat | <input type="checkbox"/> Stalking | <input type="checkbox"/> Theft | <input type="checkbox"/> Cyberbullying |
| <input type="checkbox"/> Social exclusion | <input type="checkbox"/> Intimidation | <input type="checkbox"/> Physical violence | <input type="checkbox"/> Public humiliation | |

If any of the words or actions of the alleged aggressor were based on the following check all that

apply:

☐ race or ethnicity
creed

☐ sex

☐ sexual orientation

☐ disability

☐ religion or

☐ pregnancy
status

☐ marital status

☐ national origin

☐ parental

Describe the incident(s) including names of people involved, what occurred and what each person did and said, including specific words used. Please use additional space on back, if necessary.

Signature of Person Filing this Report: _____ Date: _____

FOR ADMINISTRATIVE USE ONLY

Form given to: _____ Position: _____

Signature of Person Receiving Form: _____ Date

Received Form: _____

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act. Do not file in the cumulative record.

ATHLETIC CONCUSSION POLICY (File: JJIF)

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities² including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents;
and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission

² Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, 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 extracurricular athletic activities.

relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and post-concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000

ATHLETIC CONCUSSION REGULATIONS (File: JJIF-R)

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse

- F. Increase in blood pressure
 - G. Unequal, dilated, or unreactive pupils
 - H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/ worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Checklist. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
 4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

Section V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (**or other approved test identified by the School District**). The ImPact Test is a tool that helps manage concussions, determine recovery from

injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all

public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid qbaseline score is obtained during their designated time to take the test.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
 - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**
 - D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.

- E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
File: JJIF-R

H. Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.

- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.

E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited 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.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness

N. Difficulty with sleeping

6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.

4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

STUDENT CONDUCT (Files: JIC; JK)

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 and Due Process

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 ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

Approved by the School Committee on October 22, 2014

PROCEDURES FOR THE DISCIPLINE OF SPECIAL EDUCATION STUDENTS AND STUDENTS ON 504 PLANS

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and related regulations require that additional provisions be made for students who have been found eligible for special

education services and who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined in Section 504 of the Rehabilitation Act (“Section 504”), are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student’s removal for more than ten (10) consecutive school days or for more than ten (10) days in a school year, under circumstances constituting a pattern of exclusion. The following additional requirements apply to the discipline of students with disabilities:

- 1) The IEP for every student eligible for Special Education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student’s individual needs.
- 2) Students with disabilities may be excluded from their programs for up to ten (10) schools days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subject to a pattern of removal consisting of a “change in placement,” building administrators, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team will meet to determine the relationship between the student’s disability and behavior (Manifestation Determination). In most instances, for disciplinary exclusions exceeding ten (10) school days in a single school year, a student receiving services under an IEP or Section 504 shall have a right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion.
- 3) If the building administrators, the parent(s)/guardian(s) and relevant members of the student’s IEP Team determine that the student’s conduct was not a manifestation of the student’s disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, but will continue to provide a free appropriate public education to those students with IEPs. The student’s IEP Team or Section 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.
- 4) If the relevant members of the student’s 504 Team, however, determine that the student’s conduct was not a manifestation of the student’s disability, unlike students with IEPs, the student is not entitled to any educational services during the period of exclusion. Additionally, students on Section 504 Plans who are current illegal drug users are not entitled to any of these additional procedural protections, including a manifestation determination, when the district is taking disciplinary action on the basis of the illegal drug use.
- 5) If the building administrators, the parent(s)/guardians(s) and relevant members of the student’s IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student’s disability, the student will not be subjected to

further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent(s)/guardian(s) consent to, a new placement or unless the school district obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

6) If a student with a disability possess or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the school district may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

7) If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

Discipline for Students Not Yet Found Eligible for Special Education

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if:

- 1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services;
- 2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or
- 3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel.

However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent has not allowed an evaluation of the child or the parent has refused services under IDEA. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the

student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

This procedure has been adopted by the District to provide a method of prompt and equitable resolution of student and employee complaints of discrimination and harassment. This procedure is designed in compliance with state and federal laws which prohibited discrimination based on the above protected classes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Act, and M.G.L. c. 76 § 5.

Definitions

For the purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion.
- C. “Harassment” means unwelcome conduct on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct rising to the level of a hostile environment.

- D. “Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.
- E. When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.
- F. GHS and Gloucester Public Schools consider teen dating violence to be a form of harassment. Any and all instances of alleged teen dating violence are subject to this harassment policy, and its investigation procedures. Confirmed acts of teen dating violence will be subject to discipline in accordance with this harassment policy and the Code of Conduct.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Gloucester Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the Civil Rights Coordinator listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal or appropriate Civil Rights Coordinator.

Mr. Gregg Bach
Civil Rights Coordinator
Assistant Superintendent
2 Blackburn Drive
Gloucester, MA 01930
(978) 281-9833

- B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

or

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 - 1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
 - 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The investigator will keep a written record of the investigation process.
 - 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within twenty (20) calendar days of the date of the receipt of the Complaint.
 - 7. The investigator may extend the investigation period beyond twenty (20) calendar days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 - 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the

investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the twenty (20) calendar days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) calendar days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

DROPOUT PREVENTION (File: JH)

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](#)

Approved by the School Committee on October 22, 2014

DRUG AND ALCOHOL USE BY STUDENTS (File: JICH)

In view of the fact that the use of drugs and alcohol can endanger the health and safety of the user, and recognizing the deleterious effect the use of alcoholic beverages or drugs can have on the maintenance of general order and discipline, the School Committee prohibits the use or consumption of any drug or alcoholic beverage on school property or at any school function.

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

SOURCE: MASC

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

USE OF ELECTRONIC COMMUNICATION DEVICES BY STUDENTS (File: JICJ)

The School Committee recognizes that electronic communication devices (such as but not limited to cellular phones, cellular phones with cameras, and personal digital assistants [PDAs]) may be useful both as educational tools, as a means of maintaining necessary communications within families, and for student safety. The Committee is also aware that such devices may be used in ways which interrupt teaching and learning, distract students from the main purposes of school attendance, or are improper or unethical. This policy is intended to facilitate the use of electronic communication devices while securing the interests of students while attending school or participating in school sponsored events and activities.

1. Purpose:

- 1.1 To facilitate communications between students and families/friends before and after school, and in emergencies.
- 1.2 To facilitate the use of multi-functional electronic devices for educational purposes.
- 1.3 To prevent disturbance to instruction or the distraction of students during the school day.
- 1.4 To discourage the improper or unethical use of electronic communication devices.

2. Arrangements:

Electronic communication devices:

- 2.1 May be carried on school premises and at events sponsored by the school.
- 2.2 Must be turned off during the school day/classes and during school events.
- 2.3 May be used in public areas (not teaching spaces, communal spaces, or locker rooms) before school and after school.
- 2.4 May be used during the school day with the permission of a school administrator.
- 2.5 Multi-function devices may be used for educational purposes (such as time management/calculations) with the permission of the teacher. In such cases, the devices must be switched off at the end of the class. If permission is given for a multi-functional device to be used for a particular purpose, other functions may not be used.
- 2.6 May not be used for taking or transmitting photographs without the permission of the subject of the photograph.
- 2.7 May not be used at any time in any changing area.

3. Consequences of Improper Usage:

- 3.1 Temporary withdrawal of privilege
Withdrawal of privilege for the remainder of semester /school year
- 3.2 Withdrawal of privilege for the remainder of semester /school year

STUDENT FEES, FINES, AND CHARGES (File: JQ)

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

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

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

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

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

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

SOURCE: MASC

GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 2-5 (File: IJNDB)

Guide to the GPS: Using Technology in School (Grades 2 – 5 Students)

WHAT IS THE AUP?

AUP stands for “Acceptable Use Policy.” It means that you agree to only do “acceptable” things when you are using GPS computers. The GPS has rules that all students have to follow when they use the Internet. The “Acceptable Use Policy” tells you and your parents what is “acceptable.” It is a contract you and your parents must sign for you to be allowed to use GPS computer equipment.

WHY DOES THE GPS HAVE AN AUP?

Many people use the Gloucester Public Schools’ network and school computers. We need to make sure that everyone feels comfortable and safe using the network. We also need to make sure that our computers and printers are in working order for everyone to use.

WHY DO I HAVE TO BE RESPONSIBLE FOR WHAT I DO ON THE GPS NETWORK?

Using the Internet in school is a privilege not a right. The Gloucester Public Schools’ network, web pages, and email accounts are NOT private. GPS staff and the Gloucester Police are able to “monitor” everything you do on the school computers. This means someone can read what you write and see the web pages that you visit.

THINK -- before you do anything online that you would not do in front of your teachers or parents.

WHAT HAPPENS IF A STUDENT DOES NOT FOLLOW THE RULES IN THE AUP?

The GPS has consequences for students who use the Internet in unacceptable ways. Just like when someone breaks classroom rules, there are consequences if you don’t follow the rules in the AUP rules. You need to report to a teacher or other adult anything you see online that does not follow the rules listed in the AUP. If you do not follow this policy, you can lose your computer privileges in school. You can also be punished under the Code of Discipline. The Gloucester Police will get involved if a student breaks a law.

1. I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT

I will not give my password to anyone. I will log off from my account when I am finished. If I see another person’s work on a computer screen, I will tell an adult. I will wait to use the computer until an adult has removed the material.

2. **I AM RESPONSIBLE FOR MY LANGUAGE**

I will only use language on the Internet and in my school email that I would use in the classroom with my teacher. I will not use bad words when I use a computer.

3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE**

I will not write anything mean or hurtful to another person. I will not be a bully or make fun of anyone. I will not “stalk” any person online or by text message. I will tell a teacher if I see anything hurtful to another student online.

4. **I AM RESPONSIBLE FOR MY USE OF THE GLOUCESTER PUBLIC SCHOOLS’ NETWORK**

I will not look for webpages with pictures, words, or sounds that are not appropriate in school. I will not look for web pages or documents about sex, violence, or weapons. I will not download any files, including music and video files, unless a teacher gives me permission.

5. **I AM A RESPONSIBLE MEMBER OF MY SCHOOL WHEN I AM ONLINE**

I will not write anything or post pictures or video that is hurtful or embarrassing to anyone while I am online.

6. **I AM RESPONSIBLE TO BE HONEST ABOUT WHO I AM ONLINE**

I will not pretend to be anyone else online. I will not send email, create an account, or post any words, pictures, or sounds using someone else’s name. I will not use another person’s login name or password.

7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GPS NETWORK**

I will not try to change security settings or install any software on school computers without permission. I will not use a phone, personal laptop, or any electronic device in school without a teacher’s permission.

8. **I AM RESPONSIBLE FOR PROTECTING GPS PROPERTY**

I will not break or destroy any computer equipment on purpose. I will not move any equipment, including keyboards and mice, without permission.

9. **I AM RESPONSIBLE FOR PROTECTING OTHER PEOPLE’S**

PROPERTY ONLINE

I will not “plagiarize.” When I use information from a website, I need to let people know where I got the information. I will obey copyright laws and will not download words, pictures, video, or music that belongs to someone else.

10. I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES IF I PUBLISH ANYTHING ONLINE

I will not publish any material on a school website, wiki, blog, podcast, or discussion group without permission. I will not publish a picture, including my picture, with the person’s first or last name in the caption.

Acceptable Use Policy Signature Page

Students & Parents/Guardians: Please review the GPS Acceptable Use Policy on pages 1 and 2 then sign the form below to indicate your agreement to use GPS technology responsibly.

This Acceptable Use Policy was developed with input from GPS administrators, teachers, students, and parents. By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

- As a Gloucester Public School student, I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the GPS and are not private. GPS has the right to access my information at any time.
- I understand that GPS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of Massachusetts.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
- I understand the Gloucester Public Schools administration reserves the right to amend this policy at any time without prior notice.

Parent or Guardian:

As the parent or guardian, I have read the GPS Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of GPS, and that student use for any other purpose is inappropriate. I recognize it is impossible for GPS to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Gloucester Public Schools.

Parent or Guardian's Name (please print)

Parent or Guardian's Signature

Date

Student:

I understand and will obey the rules of the GPS Acceptable Use Policy (on pages 1 and 2). I will use GPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Discipline and/or prosecution under state and federal law.

Student's Name (please print)

Student's Signature

Date

GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 6-12 (File: IJNDB)

Guide to the GPS: Responsible Use of Technology (Grades 6 – 12 Students)

The Gloucester Public Schools (GPS) provides a wide range of technology resources for student use. These technology resources are to be used only for educational purposes which are defined as: classroom activities, research projects, career and professional development and high quality self-discovery activities of an educational nature.

This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by GPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The GPS uses a filtering system to track and monitor all computer and Internet use on the GPS network. The system is designed to prevent access to educationally inappropriate sites. It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the students' responsibility to report any inappropriate site to the teacher.

Below are examples, but not an exhaustive list, of online conduct that may constitute a violation of federal and/or state criminal laws relating to cybercrime:

- **Criminal Acts:** These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, threatening/harassing email, cyber-stalking, child pornography, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person’s identity and/or identity fraud.
- **Libel Laws:** Publicly defaming people through publishing material on the Internet, email, etc.
- **Copyright Violations:** Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

1. **I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT**

I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

2. **I AM RESPONSIBLE FOR MY LANGUAGE**

I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.

3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE**

I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. **I AM RESPONSIBLE FOR MY USE OF THE GLOUCESTER PUBLIC SCHOOL NETWORK**

I will use GPS computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any GPS computer resources unless authorized by school administrator/teacher as part of a school assignment. I will not use the GPS resources for gambling or political purposes. I will not use the Gloucester Schools' resources for social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation without the consent of my teacher. I understand the use of the GPS network for illegal or commercial activities is prohibited.

5. **I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES**

I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.

6. **I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE**

I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out emails, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GLOUCESTER PUBLIC SCHOOLS' NETWORK**

I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.

8. **I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY**

I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives).

9. **I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE**

I will obey copyright laws. I will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.

10. **I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHENEVER I PUBLISH ANYTHING ONLINE**

I will follow all guidelines set forth by the GPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself or others, including but not limited to: names, addresses, phone numbers or schools. I will not post photos of students with their first and last names on any online site, including but not limited to: blogs, wikis, and discussions forums.

11. **I AM RESPONSIBLE FOR MAINTAINING THE SAFETY OF OTHER PEOPLE AND PROPERTY WHILE ONLINE**

I will report any material that I feel may constitute a threat against the safety of fellow students, staff members or the property of the Gloucester Public Schools to a teacher, administrator or another trusted adult.

Student Acceptable Use Policy (File IJNDB) Signature Page

Students & Parents/Guardians: Please review the GPS Student Responsible Use Policy (File IJNDB) then sign the form below to indicate your agreement to use GPS technology responsibly.

This Acceptable Use Policy was developed with input from GPS administrators, teachers, students, and parents. By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

- As a Gloucester Public School student, I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the GPS and are not private. GPS has the right to access my information at any time.
- I understand that GPS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of Massachusetts.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
- I understand the Gloucester Public Schools administration reserves the right to amend this policy at any time without prior notice.

Parent or Guardian:

As the parent or guardian, I have read the GPS Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of GPS, and that student use for any other purpose is inappropriate. I recognize it is impossible for GPS to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Gloucester Public Schools.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

Student:

I understand and will obey the rules of the GPS Acceptable Use Policy (on pages 1 and 2). I will use GPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Discipline and/or prosecution under state and federal law.

Student's Name (please print) _____

Student's Signature _____ Date _____

STUDENT AND STAFF FUNDRAISING (File: JJE)

I. PURPOSE

The purpose of this policy is to address fundraising efforts and the care and safety of the Gloucester students and staff involved in those efforts. The Gloucester School Committee recognizes and appreciates the value and importance of the many fundraising activities undertaken by various groups for the benefit of the programs of the Gloucester Public Schools.

II. GENERAL STATEMENT OF POLICY

- A. The Gloucester School Committee recognizes a need for fundraising and aims to support groups in their fundraising efforts.
- B. The School Committee's fundraising policy applies to any fundraising activity conducted by any school-related group that is not a 503 c 3 registered non-profit organization.
- C. The School Committee also recognizes a need for coordination to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, community, and the general public. Coordination is also important to encourage equity across different fundraising efforts and their recipients.
- D. The School Committee has the responsibility to monitor, supervise, and control all fundraising activities associated with official school programs, activities, and the use of the school names and logos in fundraising activities per Massachusetts General Laws Chapter 71, Section 47.
- E. All fundraising activities must be conducted per established fundraising procedures.
- F. Fundraising activities that involve students should promote positive educational values such as student responsibility, student leadership, and student service to others. Fundraising activities should also ensure that student and staff safety is maintained.
- G. Elementary or middle school students may engage in door-to-door sales only to friends and family.
- H. Fundraising activities should not interfere with the educational priorities of the Gloucester Public School District.

- I. Participation in fundraising activities is voluntary. No student, staff, parent/guardian, or community member shall be forced, coerced, or otherwise unduly pressured to participate in fundraising activities. Likewise, no reprimand, condemnation, nor criticism shall be made of any student who does not participate or succeed in fundraising. No elementary student will be excluded from an event or program because of non-participation by the student or their parents/guardians.
- J. Parent/guardian must be notified prior to student participation in fundraising activities outside of the school setting. School transportation guidelines must be followed where appropriate.
- K. The School District expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- L. Fundraising activities during the school day will be limited and must not conflict with federal and state laws and regulations relating to food service programs.
- M. All fundraising activities must comply with federal and state law.
- N. In no case shall students engage in the direct monetary selling of lottery tickets, games of chance or other forms of gambling as defined by Massachusetts General Laws Chapter 271.

With respect to raffles, the law, Chapter 271, Section 7A requires that the promotion and operation of a raffle be confined solely to qualified members of the sponsoring organization. No member of the organization shall receive remuneration in any form for time or effort devoted to the promotion or operation of the raffle. All funds derived from any raffle or sponsoring organization shall be used exclusively for the purposes stated in the application of the sponsoring organization. That purpose shall be limited to educational [or charitable] purposes.

Permit Application Procedures:

- 1. The permit application is submitted and reviewed by the City Clerk.
- 2. The application then goes to the Chief of Police who decides whether or not to endorse it.
- 3. If endorsed by the Police Chief, the application is returned to the Clerk who issues the permit.

4. The Clerk issues the permit valid for one calendar year and sends a copy to the Commissioner of Public Safety and to the Lottery Commission.
5. The Lottery Commission sends a financial form for the organization to complete within 10 days after the raffle is completed.

The organization conducting the raffle, not the School Committee or District is responsible for ensuring that the organization complies with the Permit Application Procedures.

Before conducting a raffle, the organization (non-profit or student) must obtain a raffle permit from the City Clerk. Please see the permit application procedures below.

- O. All funds raised and placed under the care of the Gloucester Public Schools will be administered per Massachusetts General Laws Chapter 71, Section 47 and established financial management practices.
- P. The use of paid-for-profit fundraising organizations is not permitted. Contact and/or “asks” must be done by students and parents, not paid professionals.
- Q. Student organization fundraising conducted either on or off the premises of the Gloucester Public Schools will be subject to established administrative procedures.
- R. Charitable giving campaigns and outside organization fundraising conducted on Gloucester Public Schools premises will be subject to established administrative procedures.
- S. All other funds raised for the benefit of the Gloucester Public Schools will be received through the Gift Policy KCD.

III. DEFINITIONS

- A. Fundraising is the selling of a product; providing a service or activity for money or other consideration; or requesting of donations. School fundraising directly funds school programs and benefits students.
- B. Student organizations are groups that are sponsored by the School District and recognized by the School Committee. Student organizations are directed or supervised by School District staff. Examples include but are not limited to: athletics, speech, drama, music performances, intramural athletics, banquets, individual class clubs, language club, music clubs, National Honor Society, student concessions, student council, and

yearbook.

- C. Outside organizations are groups that exist to support the activities of the Gloucester Public Schools and the activities and students within but that operate outside the direct control and supervision of the Gloucester Public Schools.

Donating proceeds directly from the work of an organization or company is an appropriate vehicle for fundraising activity.

Example: If a restaurant wants to donate 10% of their earnings on a given night to a school group, this would be an acceptable fundraiser.

Solicitation of donations, contributions, or sales by an organization or company that uses paid solicitors is not an acceptable fundraising activity

Example: If a company wants to create a High School sports calendar and they will solicit advertising from local business with their sales people and give the school group some money, it is not acceptable.

- D. A charitable cause is a group that operate for the exclusive benefit of the public and as defined by State and Federal tax laws (i.e., American Heart Association).

IV. GUIDELINES FOR MANAGEMENT OF FUNDRAISING ACTIVITIES

The administration will maintain a set of fundraising procedures and consider fundraising proposals and approve or disapprove fundraising activities per established procedures.

Approved by the School Committee on November 13, 2013

SEXUAL HARASSMENT (File ACAB)

All persons associated with the Gloucester public schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Gloucester School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment:

Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer:

The Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

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

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

STUDENT-TO-STUDENT HARASSMENT (File: JBA)

Harassment of students by other students will not be tolerated in the Gloucester 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.

SOURCE: MASC

UPDATED: June 2012

LEGAL REF.: 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

HAZING (File: JICFA-E)

The Gloucester Public School shall uphold and abide by the requirements of the Massachusetts General Laws on the subject of hazing as described below:

CHAPTER 269, SECTION 17 CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both' such fine imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

CHAPTER 269, SECTION 18 DUTY TO REPORT HAZING

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

CHAPTER 26, SECTION 19 HAZING STATUES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgement stating that such group, organization, or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the

school committee of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The school committee of regents and in the case of secondary schools, the school committee of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

Policy Manual 3/2010

SOURCE: Gloucester

PROHIBITION OF HAZING (File: JICFA)

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

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

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

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

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

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

SOURCE: MASC

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

INOCULATIONS OF STUDENTS (File: JLCB)

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

Established by law

SOURCE: MASC

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

CROSS REF.: JF, School Admissions

LIFE THREATENING ALLERGIES (File JLCEA-R)

Procedure

In order to minimize the incidence of life-threatening allergic reactions, the Gloucester Public Schools will:

- Offer training and education for school employees regarding:
 - o The most common allergens that cause life-threatening allergies such as foods, medications, latex and stinging insects.
 - o How to recognize symptoms of an allergic reaction.
 - o The steps to take in the event of an allergic reaction.
- Create a system-wide plan for addressing life-threatening allergic reactions including the availability of staff training through the Nurse's Office.
- Maintain an Individual Health Care Plan (IHP) for any student identified with a potentially life-threatening allergy in conjunction with the student's parent /guardian and primary care provider and or allergy specialist.

The Principal will promote a "NO FOOD TRADING" and "no utensil sharing" policy in all schools with particular focus at the elementary schools.

- Provide life-threatening allergen i.e., tree nut, peanut, etc., free table(s) in the cafeteria at the elementary level as necessary.
- At the elementary level, when the student's medical need is clearly documented by the primary care provider or allergy specialist, life-threatening allergen- free classrooms will be created to the best of our ability. When questions arise, the need for this may be determined in consultation with a board-certified allergist or primary care provider.
- Parents/guardians will be encouraged to participate in the support and implementation of this plan.

Employee Training and Education:

- Employee training and education will be offered to all school employees.

- Bus drivers and food service employees, will be offered informational training in recognizing life threatening allergic reactions and the appropriate response to a reaction.
- Custodial staff will be offered basic informational materials on life threatening allergies.

Training will include:

- A description/definition of severe allergies and a discussion of the most common food, medication, latex, and stinging insect allergies.
- The signs and symptoms of anaphylaxis.
- The correct use of an EpiPen.
- Specific steps to follow in the event of an emergency.
- The school nurse and Principal will be responsible for scheduling training for employees.

School Procedure:

At all levels, the school nurse, in conjunction with the student's parent/guardian and the primary care provider or allergist will prepare an Individual Health Care Plan (IHP) for any student with a diagnosed life threatening allergy. The Individual Health Care Plan will be updated annually and reviewed by the school nurse, student's parent /guardian, and primary care provider or the student's allergist. The IHP will include the student's name, the identified allergens, the warning signs and symptoms, what to do in case of an emergency, phone numbers of parents, doctors, all allergists. At the elementary level, the IHP will be available in the nurse's office and will accompany a student on a field trip.

At the middle school level, a copy of the IHP will be sent on field trips with the classroom teacher. At the high school level, students will be responsible for carrying their own EpiPens on field trips when deemed appropriate by the school nurse.

At the elementary level, a photograph of the student will be requested of the parents and attached to the IHP with the permission of the parent/guardian.

EpiPens (belonging to the school and those prescribed to the students) will be available in the nurse's office or in a clearly designated location as specified by the IHP. At the beginning of each school year or as necessary, staff will be informed of the location of the EpiPen. At the secondary level, all students trained by the nurse will be allowed and encouraged to carry their own EpiPen on their person.

Peanut free/allergen-free tables will be maintained in the cafeteria at the elementary level as necessary. The Principal will designate these tables and ensure that these areas are not contaminated. The Principal may designate an adult staff member to carry out this duty.

School will encourage parent/guardian(s) and teachers to have food appropriate parties, celebrations and school events. Any foods sent into a classroom for sharing where there is a child, who has a life-threatening allergy, needs to be unopened and prepackaged with an intact ingredient label.

The school principal, in consultation with the school nurse, will be responsible for notifying classroom teachers, classroom aides, specialists and parents of students in the class of the nature of life-threatening allergies faced by students. This notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of and a concise list of foods and materials to avoid.

Whenever students travel on school sponsored field trips, a clear plan to activate the Emergency Medical Services, should be reviewed by all teachers and chaperones. Field trips need to be chosen carefully; no child should be excluded from a field trip due to unavoidable allergen exposure.

Student and Staff Practices

All students and staff will be encouraged to wash their hands after eating and/or handling food.

The education of students and teachers about children with health care issues in the school setting will be the responsibility of the building Principal. Determination of the need and content of this education will be made collaboratively by the building Principal and school nurse.

Our goal with building-based education will be to raise the level of awareness about the problem of life- threatening allergies, in order that we might create a safe environment for learning for children with serious allergies.

Student education on life-threatening allergies will be based on individual needs within schools and classrooms. The school nurse, under the direction of the building Principal, will facilitate and conduct programs, as the need is determined.

Please call the Nurse Leader at Central Office, 2 Blackburn Drive to consult about system-wide issues.

ADMINISTERING MEDICINES TO STUDENTS (File: JLCD)

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

SOURCE: MASC May 2006

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

MEAL CHARGE POLICY, FILE EFD

I. Policy

The Gloucester Public School District seeks to administer a fiscally sound, self-supportive School Food Service Program across the district. In doing so it shall offer nutritious meals, as defined by the USDA, for breakfast and lunch at low and competitive pricing as set by the School Committee.

The Gloucester Public Schools utilizes a computerized Point of Service (POS) that assigns each student an account and tracks his/her sales. The Gloucester Public Schools recommends prepayment, and accepts prepayment.

The Gloucester Public Schools shall not deny any student a meal based upon a documented inability to pay (Free and Reduced Lunch).

While the USDA Child Nutrition Program does not require that a student who pays for regular priced meals be served a meal without payment, the Gloucester Public Schools will not deny a child a meal, and provides this policy as a courtesy to those students in the event that they forget or lose their lunch money.

The Gloucester Public Schools Food Service Program operates as a pay-as-you-go program. All student balances are expected to be kept current.

This policy will be posted on school websites. A printed copy will be sent home with each student at the start of the school year. Families who enroll during the school year will be given a copy at the time of registration.

II. Purpose

This policy is designed to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program. It is intended to provide oversight and accountability for the collection of outstanding student meal balances, as well as establish uniform meal account procedures throughout the Gloucester Public Schools.

The policy is predicated on the expectation that parents/guardians assume proper responsibility of student meal account payments.

The provisions of this policy pertain to regular school breakfast and lunch meals only.

III. Scope and Responsibility

The Food Service Department is responsible for maintaining records and alerting parents/guardians of a negative meal balance by way of regular email notification.

The School District is responsible for supporting the Food Service Department in assisting in the collection of unpaid funds.

Parents/Guardians are responsible for maintaining positive student meal balance accounts.

IV. Administration

Free Meal Benefit:

Free status students will be allowed to receive a free breakfast and lunch each day. A la carte purchases (i.e. milk, bottled water, second meals and snack items), however, must be prepaid or paid for with cash at the time of service. Charging of a la carte items is not allowed.

Reduced Meal Benefit:

Reduced status students will be allowed to receive a breakfast and lunch each day at the current USDA rates. A student will be allowed to charge a maximum of **twenty-five (\$25) dollars** to their account after the balance reaches zero. A la carte purchases (i.e. milk, bottled water, second meals and snack items) must be prepaid or paid for with cash at the time of service. A la carte purchases are not allowed until balance is paid.

Full Paid Lunch:

Students not eligible for free or reduced priced meals will pay for meals at the district's published standard rate each day. Prepayment of meals is strongly recommended as it speeds up meal service lines and allows more time for students to enjoy their meal. "Full Paid" students will be allowed to charge a maximum of **twenty-five (\$25) dollars** to their account after the balance reaches zero. A la carte purchases (i.e. milk, bottled water, second meals and snack items) must be prepaid or paid for with cash at the time of service. A la carte purchases are not allowed until balance is paid.

Account Cap & Exceeding Limit:

Parents/Guardians are expected to inform their child if the balance in said account has hit or exceeded the charging limit. At that point, parents should inform their child that they cannot charge a la carte items. Preparing the child in advance will help prevent any awkward or embarrassing moments in the lunch line. School administrators will also be notified.

Collection Procedures:

- A) Notices of deficit balances will be sent to parents/guardians by email at regular intervals during the school year. Monthly bills will be mailed to those for whom we do not have an email address on file.
- B) When any child's meal account exceeds the "account cap" as defined above; no a la carte items will be sold to the student until the meal account is paid in full.

C) The meals served will be charged to the student's lunch account at the district's published price. Parents /guardians are responsible for payment of these meals to the Food Services Program.

Point of Sale System:

Students/Parents/Guardians pay for meals in advance via www.sendmoneytoschool.com or with a check payable to Gloucester School Food Service. Further details are available on our webpage at www.gloucesterschools.com. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

Account Balances:

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and said records are available by setting up an account at www.sendmoneytoschool.com or by speaking with the cafeteria manager. All meal accounts are expected to be paid in full by the end of the given school year.

Unpaid Balances:

Unpaid student meal account balances will be identified as a financial obligation of the parents/guardians and remedied in accordance with the current practices observed by the school district. If balances remain unpaid, the superintendent reserves the right to take action such as filing with Small Claims Court, debt collection agencies, or the Department of Children and Families.

A Block on the Account:

A parent may contact the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or set a dollar cap or daily spending limit.

Refunds:

For withdrawn students and/or graduating students, funds will be transferred to a sibling or family member remaining in the Gloucester Public School System. If there are no siblings or family members to transfer the funds to, a written request for a refund of any money remaining in their account must be submitted to the Food Service Director. An e-mail request is also acceptable.

Unclaimed Funds:

Refunds must be requested within one school year. Unclaimed funds will then become the property of the Gloucester Public School Food Service Program.

Payments Returned for Non-Sufficient Funds (NSF):

Parents/Guardians will be notified by letter or by email about non-sufficient funds, and that funds will be deducted from the student's account and a \$25.00 returned check fee will be applied.

Applying for School Meals:

If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Applications may be submitted online at www.lunchapp.com or a paper copy may be picked up at the office at your child's school.

Students without a home meal or meal money:

If a student is without a home meal or meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed to act in the best interests of the child.

Non-Discrimination

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

Approved by the School Committee on June 28, 2017

NON-CUSTODIAL PARENTS' RIGHTS (File KBBA)

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary 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").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or

3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H 603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents; 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA) SOURCE: MASC January 2007

NONDISCRIMINATION ON THE BASIS OF HANDICAP (File: ACE)

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because of the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification

The district shall made reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, as service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services

"Auxiliary aids and services" includes (1) qualified interpreters, notetakers, transcription services, written materials, assistive listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices; and (4) other similar services and actions.

Limits of Required Modification

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner, as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA.

The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of the Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

Education for all Handicapped Children Act of 1975
M.G.L., 71G: 1 et seq. (Chapter 766 of the Acts of 1972)
Title II, Americans with Disabilities Act of 1992
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
3/28/78

Adopted: 3/2010

SOURCE: Gloucester

PHYSICAL EXAMINATIONS OF STUDENTS (File: JLCA)

Every student will be examined for screening in sight, hearing, BMI*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The nurse practitioner will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the nurse practitioner will be sent to the school Principal.

The nurse practitioner will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the nurse practitioner will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

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

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57; 105 CMR 200

CROSS REF.: JF, School Admissions

Revised by the School Committee on 9/27/17

PREGNANT STUDENTS ADMINISTRATIVE GUIDELINES (File JIE)

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant and parenting students in the district shall have the same educational and extracurricular opportunities as all students.

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

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. The only exception is if there is a letter from their physician excluding any activities due to health reasons.

LEGAL REFS.: M.G.L. 71:84

Title IX: 20 U.S.C. 1681:
34 CFR 106.40(b)

Adopted: December 22, 2010

SOURCE: Gloucester

STUDENT RECORDS (File: JRA-R)

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation team which evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) school nurses who inspect the student health record.

Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.

(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and

post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of

Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student

seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student

File: JRA-R records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

SOURCE: MASC

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended
June 2002

603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12

Mass Dept. of Elementary and Secondary Education publication Student
Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

RESTRAINT PREVENTION/BEHAVIOR SUPPORT FILE: JKAA

Based on 603 C.M.R. 46.00, effective January 1, 2016, and DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015)

I. OVERVIEW

The Gloucester Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include:

brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary timeout: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other

individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary timeout": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary timeout" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary timeout" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities. "Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary timeout," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;

- The space used for “exclusionary timeout” must be clean, safe, sanitary and appropriate for calming;
- **Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary timeout setting;**
- If it is not safe for the staff member to be present with the student, the student may be left in the timeout setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- **Students must never be locked in a room;**
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary timeout” must be terminated as soon as the student has calmed; and,
- An “exclusionary timeout” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint

DESE’s *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety requires consideration of medical and psychological limitations

To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

Continuous monitoring of physical restraint

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration — End of immediate danger or signs of significant physical distress

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up — Review with student of what took place and why (follow-up with witnesses)

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints — Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require

specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take;

and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows:

The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receives training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide

resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention. These procedures are implemented through the Safety Care training program. The Gloucester Public Schools annually trains two trainers to train district staff each year.

Designated staff participates in annual Safety Care training. Safety Care is a behavioral training program that provides the skills and competencies to prevent, minimize, and manage behavioral challenges. The district's social service staff members are trained in addressing issues of self-injurious behavior and suicide ideation.

Safety Care training also provides for alternatives to physical restraint, which include the above strategies.

Safety Care provides physical safety and physical management procedures that are designed to be simple and safe. The physical safety skills include; safe approach strategies, basic physical safety skills for safely avoiding contact, along with physical redirection skills. Physical management procedures include: a 1-person and a 2-person standing hold; two 2-person escorts; and a chair hold.

Restraint Complaint Procedure

Any individual who wishes to file a complaint regarding physical restraint practices, should immediately report their concern promptly to the school principal or designee. If the school principal receives the report, he or she will notify the Assistant Superintendent of the complaint. The Assistant Superintendent will promptly investigate the complaint and provide the complainant notification of the outcome of the complaint within a reasonable time period of receipt of the complaint.

Legal Authority:

603 C.M.R. § 46.00

DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015

Approved by School Committee on April 13, 2016

SECURITY CAMERAS IN SCHOOLS AND BUSES

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. It also includes monitoring to ensure the safe transportation of students to and from school.

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, on its property, and on school buses to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism, and other negative behaviors such as bullying, verbal or physical conflict, to safeguard district buildings, buses, 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, on school buses, and/or 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, or in the case of buses, audio/video equipment, have been installed and may be used at any time. Security camera footage, and in the case of school buses, audio recordings, may be used to assist in the resolution of a complaint or conflict involving students and/or staff.

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, and in the case of buses, audio and video recording, used for security purposes in school district buildings, and/or on school property, or on school buses, 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.

A review of video/audio recordings will comply with all applicable state and federal laws and with School Committee policy. Requests for the review of video/audio records that are not considered educational records will be reviewed by and granted within the discretion of the Superintendent, consistent with state and federal law. All requests for the review of video/audio recordings that are considered educational records will be treated as follows:

- Video/audio recordings are stored in the short term. All viewing and listening requests must be submitted in writing (requestor's name, name of the student, date of incident, reason for the request) to the Superintendent within five (5) school days of the date of the recording. This timeframe could be waived at the discretion of the superintendent;
- Requests for viewing and listening will be limited to those parents/guardians and students with a direct interest in the proceedings and only the portion of the video/audio record concerning the related specific incident will be made available for viewing;
- Approval/denial for viewing will be made within five (5) school days of receipt of the request and so communicated to the requesting individual by the Superintendent or his/her designee;
- All viewing will include the building principal or his/her designee, and will take place in the school's administrative offices;
- A written log including the date of viewing, reasons for viewing, the date the recording was made, and signature of the viewer, will be maintained of any persons viewing video/audio records;
- Video records will remain the property of the district and may be reproduced only in accordance with the law, including applicable School Committee policy and regulations.

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

Approved by the School Committee on December 12, 2018

SPECIAL EDUCATION

Under M.G.L. c. 71B and the Individuals with Disabilities Education Act of 2004 ("IDEA") special education services are provided to students found eligible after an initial IEP Team meeting. To be found eligible for services, a student must have one or more of the following disabilities: mental retardation, a hearing impairment, a speech or language impairment, deaf-blindness, autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that, as a result of the disability(ies), the student is unable to progress effectively in the general education program without the provision of specially designed instruction, or is unable to access the

general curriculum without the provision of one or more related services, the Team shall determine that the student is eligible.

The district offers an array of services designed to meet student needs. Special education services and placement determination are the responsibility of a multi-disciplinary team comprised of professionals who have assessed the student in any areas of suspected need, a regular education teacher, administration and, most importantly, the student's parent or guardian.

Upon completion of an initial evaluation, the Team develops an individualized educational program (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating for the student's disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the *Parent's Rights Brochure* are available in the Special Education Department located at Gloucester High School or from the school buildings' Evaluation Team Facilitator.

SECTION 504 of the REHABILITATION ACT of 1973

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

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

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

The Gloucester Public Schools is also subject to Title II of the Americans with Disabilities Act of 1990 (Title II), including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

Section 504 also protects employees: “No qualified individual with a disability shall, on the basis of his or her disability, be subjected to discrimination in employment under any program or activity” receiving federal financial assistance.

Individuals who have complaints regarding the school district’s compliance with

Section 504 may contact the District’s 504 Coordinator:

Gregg Bach, Assistant Superintendent
2 Blackburn Drive
Gloucester, MA 01930
(978) 281-9833

Individuals who have complaints regarding the school district’s compliance with Section 504 can bring suit in federal district court against the school districts or persons in their individual capacity. Parents and employees can also file complaints with the OCR regional office at 5 Post Office Square, 8th Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11th Floor, Boston, Massachusetts 02114. Employees can also file a complaint with the Equal Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

SOCIAL NETWORKING POLICY (File: IJNDD)

I. Internet AUP Still in Force

This policy is adopted in addition to, and not as a substitute for, the Gloucester Public School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources.

The following policy applies to all staff and volunteers of the Gloucester Public School District.

Although comments below may refer to staff members/volunteers, it is to be understood that all who are members of the Gloucester Public Schools community are subject to this policy.

II. General Concerns

The Gloucester Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation and the sharing of media between teachers and students, and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator "friend" a student on Facebook, subscribe to a student's "twitter" account, regularly engage in email "chat" with a student, exchange text messages, photographs, video, or visual media of any kind with students or engage in any other form of electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's authority to maintain discipline, encourage inappropriate behaviors and compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the staff member's/volunteer's, as well as the school district's ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members/volunteers communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a staff member/volunteer communicates outside of these resources, such information is not retained. The burden falls on the staff member/volunteer to comply

with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

III. Expectations of Staff

With these concerns in mind, the Gloucester Public Schools has instituted this "Social Networking Policy," and announces its expectations for staff members'/volunteers' use of social networks such as Facebook, LinkedIn, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, staff members/volunteers should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to "privatize" the information they place online. You must educate yourself to the features of Facebook or any other social networking site you select. You will be responsible should any information—written, visual, or spoken—which you intended to be "private" become "public" due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.
2. You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in-person communications should be applied to online communications: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly "private."
3. The school district expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both your professional and personal life, to be sure that these lines never become blurred.

For example, if a staff member/volunteer wishes to establish a Facebook or personal email account through which he or she will communicate with students, he or she should establish a Facebook identity and email identity that is separate from his/her "personal" Facebook identity or personal email account. He/she should only use his/her educational Facebook account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The "friends" associated with such an educational Facebook account should only be members of the educational community, such as administrators, teachers, students, and parents of such students. It is strongly recommended that staff members/volunteers will reject friend requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communications, staff members/volunteers will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational Facebook account, a staff member/volunteer may not post confidential student information on the "wall", the "information" section, or through any part of that Facebook account that would be accessible to any other of the staff member's/volunteer's Facebook "friends" associated with that account. If a teacher wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.
5. Staff members/volunteers are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. Use of one's personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a staff member/volunteer uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation.

It only prevents the archiving of such messages through the school district's automatic email archiving system. We again remind staff members/volunteers that information sent or received by them, even through personal email or social network accounts, that are related to their capacity as a school employee, are still subject to public records retention, exemption and disclosure requirements."

6. If a staff member/volunteer conveys school-related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The staff member/volunteer should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure under the public records law.

7. No matter what medium of communication a staff member/volunteer selects, he/she should adhere to appropriate teacher/student boundaries. You are a role model, not a student's friend; you are his/her teacher (for example), and you should always conduct yourself in accordance with this understanding. Staff members/volunteers remain mandated reporters. If a student indicates he/she is at risk, neglected or is being harmed, the staff

member is required by law to report such neglect or harm to the Department of Children and Family Services. The staff member should follow the District's protocol for mandated reporting of abuse.

8. This policy is not intended to infringe upon a staff member's/volunteer's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not as a citizen, restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.
9. Staff members/volunteers are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an educator.

Any conduct, whether online or not, that reflects poorly upon the school district or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student, such contact is not outside of the school district's authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. A staff member/volunteer may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing the district to vicarious liability in certain instances.

At the same time, the district recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which staff members/volunteers serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstances, the district anticipates that staff members/volunteers will make reasonable use of their cell phones or smartphones to convey time sensitive information on scheduling issues and the like.

10. Staff members/volunteers may not access their personal email accounts or private

Facebook accounts using school district computer resources.

11. If you are communicating as an employee of the district in your online communications, you must be aware that readers will assume you "speak for the school district." Therefore, all of your online communications, written or visual (e.g., photography, video, etc.), whether you are actually acting on behalf of the district, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the school district.
12. In the use of your Facebook account or other social networking site, you may not, without express permission from the superintendent of schools, use the school's logo, likeness or any school photographs or other property that belongs to the school.
13. References to various social networks are not included to limit application of their policies to use of just those sites or programs. All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

Approved by the School Committee on October 10, 2012

SEARCHES AND INTERROGATIONS (File JIH)

Searches by Staff

The Student Handbook has established that lockers are school property and therefore there is no expectation of privacy. The School District has the right to inspect students' The right of inspection of students school lockers. This is inherent in the authority of school committees to authorize administrators to do so. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

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

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

Interrogations by Police

It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

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

SOURCE: MASC

Approved Revised by the School Committee on March 28, 2018

STUDENT CONDUCT ON SCHOOL BUSES (File: JICC; EEAEC)

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

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

SOURCE: MASC

STUDENT PUBLICATIONS (File: JICE)

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

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

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

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

LEGAL REF.: M.G.L. 71:82

SOURCE: MASC April 2007

STUDENT RIGHTS AND RESPONSIBILITIES (File: JI)

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

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

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

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

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

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

TOBACCO/VAPORIZER USE BY STUDENTS (File: JICG)

The use of tobacco products or vaping (tobacco or otherwise) by students within school buildings or facilities or on school property or buses is prohibited. In addition, tobacco/vaporizer use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

SOURCE: MASC

LEGAL REF: M.G.L 71:37H

CROSS REF.: ADC, Smoking on School Premises

GBED, Tobacco Use on School Property by Staff Members

Approved Amended Policy by the School Committee on October 11, 2017

