

STUDENT AND PARENT HANDBOOK
2020-2021



NAME: _____

GRADE: ____ HOMEROOM: _____

GLOUCESTER HIGH SCHOOL
32 Leslie O. Johnson Road
Gloucester, MA

Telephone: 978-281-9870

Fax Number: 978-281-9733

Website: ghs.gloucesterschools.com

Administration	
Mr. James Cook Principal	978-281-9870 ext. 14003 jcook@gloucesterschools.com
Mr. Christopher Kobs Dean of Students (2021/2023)	978-281-9870 ext. 14004 ckobs@gloucesterschools.com
Mr. Robert Gallinelli Dean of Students (2022/2024)	978-281-9870 ext. 14005 rgallinelli@gloucesterschools.com

Dear Students, Parents and Guardians,

On behalf of the faculty, staff, and administration of Gloucester High School welcome to the 2020-2021 school year. The staff of GHS is committed to the growth of *all* students through purposeful, engaging instruction and thoughtful, conscientious support. The student and parent handbook contains information, policies, and procedures that will help guide students toward growth and success at GHS.

In the first few pages of the handbook, you will find information about the district and school's core mission, school events, student rights, and how to contact staff. In this section you will get a sense of the big picture—our vision, values, principles, purpose, standards, and mission—and some other details, including important phone numbers.

The next section contains a wide array of information about academics at Gloucester High School. This section includes everything from the seven-period rotating schedule to grading policies, from the School Counseling Center to the Library Learning Commons, from the PSAT to the SAT, from the Massachusetts Comprehensive Assessment System to Career Vocational Technical Education, and from report cards to graduation requirements.

The final section outlines civic and social expectations, important policies, and diverse opportunities available at Gloucester High School. This section includes the attendance policy, the code of conduct, and discipline guidelines. It includes information about aspects of student life, such as the dress code, the cafeteria, and lockers. This section also includes information about a diverse range of extracurricular, athletic, and leadership opportunities. We encourage all students to get involved.

Students, parents, and guardians, please review the handbook. After doing so, the student will sign the two signature pages (103 and 104) to acknowledge that the student has read and understood the handbook and knows that the student will be held accountable for acting in accordance with its contents. The signed forms will be collected by the student's homeroom teacher.

As questions emerge during the school year, please do not hesitate to call or send an email using the contact information below.

Sincerely,

James W. Cook, Principal
Phone: 978-281-9870 ext. 14003 Email: jcook@gloucesterschools.com

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Gloucester Public Schools Mission

"Our mission is for all our students to be successful, engaged, life-long learners."

Gloucester High School Vision of the Graduate

Gloucester High School graduates will have the integrity, foundational knowledge, and problem-solving, communication, and collaboration skills necessary for productive citizenship.

Gloucester High School Core Values

Integrity, responsibility, resourcefulness, resilience, collaboration, civic-mindedness, and curiosity

Gloucester Public Schools Principles and Values (Beliefs about Learning)

Our work is founded upon the following principles and values:

- 1.1 All children can learn;
- 1.2 all students are entitled to experience a curriculum that is characterized by breadth, balance, coherence, relevance, rigor, differentiation and progression;
- 1.3 as they mature, students take increasing responsibility for their own learning;
- 2.1 parents are the primary educators of their children and are respected and involved as such;
- 2.2 parents have important responsibilities for their child's readiness for school, for supporting and encouraging their child's learning out of school, and for collaborating with school staff to resolve problems;
- 3.1 providing and supporting quality teaching and learning is the primary task of all staff;
- 3.2 effective schools foster the development of a learning community that is characterized by shared purpose, collaborative activity and collective responsibility;
- 3.3 effective schools design and implement programs and activities which are developmentally appropriate, culturally responsive, and address the academic, physical, social and emotional development of each student;
- 4.1 an organization which is concerned with the development of people needs to be proactively responsive and empathetic towards diversity in all its forms, and establish a personalized developmental environment for students and adults;
- 4.2 effective organizations use data to keep the scope and quality of their activities under regular review with the aim of improving them;
- 4.3 those who work in and for schools have an accountability to students and their families, to their peers, and to the wider community;

- 5.1 spending on public education services is an essential investment in the future of our community; and
- 5.2 available resources are used wisely.

Gloucester High School Academic Standards

1. Uses reading comprehension strategies for understanding

- 1.1 Acquires vocabulary
- 1.2 Understands structures of various text-based materials
- 1.3 Uses reading comprehension strategies for various texts

2. Utilizes problem-solving strategies and thinking skills

- 2.1 Conceptual Understanding – interprets the problem and selects appropriate information to apply a strategy for solutions
- 2.2 Procedural Knowledge – demonstrates appropriate use of concepts.
- 2.3 Uses tables, charts, graphs, models, diagrams, drawings to communicate solutions
- 2.4 Organizes, interprets, analyzes data in all its forms
- 2.5 Uses logical and systematic reasoning
- 2.6 Understands and applies conceptual knowledge
- 2.7 Develops and uses rubrics (performance criteria) for assessing work

3. Applies writing, listening, visual and speaking skills to communicate ideas

- 3.1 Writes with a clear focus, coherent organization and sufficient detail
- 3.2 Uses knowledge of standard conventions in writing, revising and editing
- 3.3 Revises to improve organization, content, paragraph development, level of detail, style, tone and word choice
- 3.4 Exhibits appropriate discussion techniques
- 3.5 Communicates through formal and informal presentations
- 3.6 Listens to and follow directions

4. Exhibits understanding and application of various technologies

- 4.1 Demonstrates knowledge and use of computers to acquire, organize, analyze and communicate information
- 4.2 Develops a core set of technical skills
- 4.3 Transfers technological skills to real-world situations and problems
- 4.4 Information Literacy - Accesses information efficiently and effectively and evaluates critically and competently
- 4.5 Exhibits proper use and care of equipment, machinery, and tools

Gloucester High School Social Standards

5. Works effectively as a member of a team

- 5.1 Organizes to share and complete a task
- 5.2 Communicates thoughts, feelings and ideas to justify a position
- 5.3 Functions as a leader
- 5.4 Exercises respect for all team members

6. Demonstrates personal responsibility and integrity

Gloucester High School Student Handbook Disclaimer: It is hereby stated that, although every effort has been made to be comprehensive and consistent, any law of the Commonwealth of Massachusetts and any policy approved by the Committee of the Gloucester Public Schools supersedes policy documented in this handbook.

GLOUCESTER HIGH SCHOOL TELEPHONE NUMBERS

Principal's Office	978-281-9870
Attendance Office	978-281-9867
Adjustment Counselor	978-491-6608
Athletic Director	978-281-9877
Cafeteria	978-281-9876
School Counseling (Guidance) Office	978-281-9874
Health Center	978-281-3901
Main Office	978-281-9870
Nurse	978-281-9868
Psychologist	978-491-6623
Special Education	978-491-6626
STEP Program	978-281-9842
Student Health Center	978-281-3901
Vocational (Auto Shop)	978-281-9878
FAX	978-281-9733

HOW TO CONTACT A TEACHER:

Email: Teacher's first initial and last name @gloucesterschools.com
i.e.: jsmith@gloucesterschools.com

A complete list of teachers in each department is listed at www.ghs.gloucesterschools.com under "Staff Directory".

Phone: Call 978-281-9870 and ask to leave a voice mail message.

INTERNET ACCESS TO INFORMATION:

Daily announcements can be accessed through the Gloucester High School website: www.ghs.gloucesterschools.com

The GHS calendar of events can also be found here on the GHS website:
<http://ghs.gloucesterschools.com/calendar>

Parents may sign into the SchoolBrains information system to access their student's grades and attendance:

https://community.schoolbrains.com/gloucester_Community/

(Please contact a GHS administrator with any questions regarding access to SchoolBrains.)

Civil Rights Statement

The Gloucester School Committee, Gloucester Public Schools, and Gloucester High School are 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 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, Title II of the Americans with Disabilities Act of 1990, 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
Assistant Superintendent of Schools
Gloucester Public Schools
2 Blackburn Drive
Gloucester, MA 01930
978-281-9810

For further information on notice of non-discrimination:

By mail: U. S. Department of Education
Office for Civil Rights
Customer Service Team
400 Maryland Avenue, S.W.
Washington, DC 20202-1100

By email: OCR@ed.gov

By phone: The Office of Civil Rights at 1-800-421-3481

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:

Ms. Ann-Marie Jordan
Coordinator for the Homeless
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>

SECTION I – ACADEMIC EXPECTATIONS

GRADUATION REQUIREMENTS

All students ***must*** take ***all*** basic courses required for graduation based on four years of school from grade 9 to grade 12.

Students must earn a passing grade in these required courses:

- ☐ four (4) years of English (20 credits)
- ☐ three (3) years of History (15 credits)
- ☐ three (3) years of Science (15 credits)
- ☐ four (4) years of Mathematics (20 credits)
- ☐ five (5) credits in Fine Arts (visual, performing, occupational or industrial arts)
- ☐ five (5) credits of Computer Technologies
- ☐ ten (10) credits of Health and Fitness or ten (10) credits of JROTC

Students are required to pass **115 credits** to earn a diploma.

Only students who have completed 115 credits and all other GHS graduation requirements will have the opportunity to participate in the graduation ceremony.

MCAS TESTS

In order to be eligible for a diploma, students must meet MCAS (MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM) requirements. Students must earn a “Competency Determination” through MCAS tests in English Language Arts, Mathematics and Science, in order to receive a GHS diploma. **Details about Competency Determination requirements can be found at the Department of Elementary and Secondary Education’s website:**

<http://www.doe.mass.edu/mcas/graduation.html>

HOMEWORK EXPECTATIONS

- ☐ Write down homework assignments and due dates
- ☐ Ask questions if the assignment is not understood
- ☐ Seek immediate help from the teacher if the work is not understood
- ☐ Bring home the necessary books and materials
- ☐ Plan how you will complete your homework, including long-term assignments
- ☐ Put forth your best effort
- ☐ Do not copy or plagiarize
- ☐ Make up homework that you missed while absent

Note: Teachers are available to help students with academic work during the school day as well as at least one day a week after school. Talk with your teacher or your school (guidance) counselor if you need help with your coursework.

GRADING & RANK-IN-CLASS

The grading system is calculated on a percentage scale and grades are given in numerical values:

A = 90-100	D = 65 -69	P=Pass
B = 80-89	F = below 65	F=Fail
C = 70-79		

Final Grades

Semester (1/2 Year) Course

Quarterly averages = 90% of final grade

Final Exam = 10% of final grade

Full Year Course

Quarterly averages = 80% of final grade

Midyear Exam = 10% of final grade

Final Exam = 10% of final grade

Midyear and Final Exam Policy:

Missing an exam with an unexcused absence will result in a zero on the missed exam. (Accordingly, leaving an exam early without permission will also result in a zero.)

Seniors may earn an exemption for the final exam (if permitted by the teacher's policy) if they have a cumulative average of 90% or higher for the class.

Grade point average (GPA) and rank-in-class (RIC) Policy:

GPA and RIC are determined at the end of each semester with all courses included except physical education and pass/fail courses. Honors courses receive a weight of six (6) additional points when GPA is calculated.

Advanced Placement courses receive a weight of twelve (12) additional points when GPA is calculated.

Grade Point Calculation

$(\text{Final Grade})(\text{Attempted Credits}) = \text{Quality Points}$
 $(\text{Total Quality Points}) / (\text{Total Attempted Credits}) = \text{Grade Point Average}$
Advanced Placement and Honors courses receive the additional points on their final grade for GPA calculation purposes only.

Rank in Class

Students are ranked in class by their grade point average in descending order. Students without a GPA are not ranked. Any outside course or program in a format acceptable to Gloucester High School that is successfully completed for credit toward graduation will be included in calculating class rank.

Types of courses *excluded* from class rank calculations include:

Pass / Fail Courses
Health and Fitness
Tutorials
Summer School
Internships/work study/job placement

"Incomplete" Grades

Students may occasionally be issued an "incomplete" as a temporary quarter grade should the student have extenuating circumstances that have not allowed them to complete their required assignments before the quarter ends. Students who typically need to be issued an incomplete are those dealing with an extended absence from school for illness, etc. Although each student's situation in these cases is unique, as a general rule, teachers should plan to enter a permanent quarter grade by the end of the next quarter after the student's return to school. It is imperative that teachers/staff communicate deadlines clearly with students who receive incompletes so that their permanent record is accurate.

Other than in the case of documented "incompletes" arranged through the administration and school (guidance) counselor, all students will be expected and required to complete their academic work on time.

Grade Changes

Grade changes may be authorized in cases of miscalculation, data entry, or other clerical error at the staff or school level. They may also be authorized as a result of documented **incompletes** as outlined previously. Regardless of the circumstances, all **Grade Change Request Forms** must be approved by the Coordinator of School Counseling.

PROGRESS REPORTS

Progress reports are issued in the middle of each term and sent home with students. Parents may obtain progress reports on a more frequent basis by request through the School Counseling (Guidance) Center.

REPORT CARDS

Report cards are issued four (4) times per school year. Student performance is reported as a summary evaluation of a student's academic work. Report cards also include information about student attendance and an evaluation of effort and conduct, which inevitably also affect a student's overall grade.

PROMOTION REQUIREMENTS

Students are placed in a homeroom depending on the number of credits they have earned toward graduation. For promotion to the next higher class, the following numbers of credits are required:

- | | |
|-----------------------------------|--|
| To move from grade 9 to grade 10 | credits including 5 credits of English and Math |
| To move from grade 10 to grade 11 | 55 credits including 10 credits of English and Math |
| To move from grade 11 to grade 12 | 80 credits and a schedule that if successfully completed will allow the student to graduate |

HONOR ROLL

The honor roll is published four times per year.

- ☐ **Highest Honors:** no grade below 90
- ☐ **Honors:** no grade below 80
- ☐ **Honorable Mention:** grades 80 and above, except for one grade 70-79

In order to be eligible for honor roll students must be enrolled in classes worth at least twenty credits.

Academic Recognition/Graduation with Honors

In order to receive academic recognition and/or graduate with highest honors a student must maintain a 93 grade point average and to receive honors a student must maintain a 90 grade point average.

Valedictorian/Salutatorian Selection Protocol

To be considered for Valedictorian, a student must have met all of the standard requirements for graduation as outlined by the Gloucester School Committee Policy – File IKF.

The High School Principal selects the Valedictorian through the following criteria:

The student with the highest cumulative grade point average (including credits transferred and translated into the GHS system from accredited secondary/post secondary schools/institutions or programs) for the first three (3) years computed as final grades at the end of the year and for the fourth (4th) and final year computed as a final grade at the end of the 3rd term shall be Valedictorian. The second ranking student shall be the Salutatorian.

Eligibility: In addition to the above, a student must complete, at minimum, her/his junior and senior years at Gloucester High School.

Citizenship: Satisfactory citizenship is required to be eligible for Valedictorian/Salutatorian. The high school principal determines satisfactory citizenship based on the GHS Social Expectations rubric.

SCHOOL COUNSELING (GUIDANCE) CENTER

The School Counseling (Guidance) Center provides academic management and guidance to assist students in making realistic, suitable choices concerning their personal growth and development. Emphasis is on educational, vocational, and personal areas.

Services:

- Academic advising, including course selection and scheduling
- Individual counseling regarding personal concerns
- Group counseling focused on issues of concern to teens
- Information about colleges, universities, and technical schools
- Career guidance including interest surveys, career search, etc.
- Assistance with substance abuse issues
- Information about financial aid and scholarships
- Information about grades, report cards, and transcripts
- Weekly progress reports, when requested

APPOINTMENTS: Students schedule appointments with the school counseling (guidance) secretary. Counselors are available during school hours.

COLLEGE INFORMATION: PSAT/SAT and ACT test dates appear in the calendar and are posted in the School Counseling (Guidance) Center. Students should consult counselors periodically regarding this process.

STUDENT RECORD REQUIREMENT LIST/TRANSCRIPT REVIEW:

Students are encouraged to meet with their counselors periodically to review their requirements for graduation and preparation for postsecondary training.

VISITS BY COLLEGES, MILITARY SERVICES, AND BUSINESSES: Visits are held throughout the year. A schedule is available in the School Counseling (Guidance) Center.

CAREER COUNSELING: Students are encouraged to use the computer-based career planning tools available at the School Counseling (Guidance) Center to develop a plan for the future.

WEBSITE: Check the school counseling (guidance) department websites at www.gloucesterschools.com/guidance and <https://sites.google.com/a/gloucesterschools.com/ghsguidance/> for updated information.

COURSE SELECTION PROCESS

Course selections are made during the second semester. Nevertheless, during the first semester of the school year, students and parents should begin the process of planning for the following year. During the second semester each student will have an individual meeting with his/her/their school (guidance) counselor to discuss next year's schedule and/or post-secondary plans. The process generally includes the following:

1. Counselors visit classrooms to explain the course selection process to 8th, 9th, 10th and 11th grade students. Students receive course selection sheets and a list of courses. The Program of Studies is available in the School Counseling (Guidance) Center and on the GHS website.
2. Students complete a course request/selection sheet in preparation for an individual meeting with the student's school (guidance) counselor.
3. The course selection sheet is reviewed and signed by the student's parent/guardian and returned.
4. English, social studies, science, mathematics and world language teachers make recommendations for each student by department.
5. Counselors meet individually with each student to verify selections and make adjustments consistent with the student's post-secondary plans, career plan and interests.
6. Counselors enter each student's final selections (including alternate selections) into the school information system and share final selections with parents.
7. Students and families receive a schedule during the summer.

Changes to Student Schedules

Class schedules and teacher assignments are set in the spring for the following school year based upon student requests (signed by parents), teacher recommendations, and meetings with counselors. Because changes to student schedules disrupt instruction and class size balance, changes must be kept to a minimum, must be made for sound educational reasons (*see below*), and must receive approval.

(1) School (guidance) counselors are available the *week prior to school opening* to correct scheduling errors. (2) An Add/Drop period starts on the *second* day of school and ends on the *seventh* school day after the beginning of a first semester or full year course and on the *fifth* school day after the beginning of a second semester course. (3) All schedule change requests made after the

add/drop period will need direct approval from the principal. Schedule changes requested both during and after the add/drop period will be considered but not guaranteed.

Schedule change requests made for the following reasons will be considered:

- A student is missing a required course.
- A student is improperly placed in a course or is placed in the wrong level of a course.
- A student's IEP or 504 plan is amended and/or a staff team recommends a schedule change as part of a success plan (e.g. due to an extended absence or change in the student's circumstances).
- The school has made a scheduling error (or other error that affects the student's schedule).

Schedule change requests made for the following reasons alone will *not* be considered:

- Schedule change requests based on preference will not be considered. This includes course, teacher, and peer group preferences. It also includes requests based on student conflicts. Conflicts should be reported to an administrator and/or counselor immediately so they can be addressed.

Note: A schedule change request based on a course preference that is grounded in sound academic and/or postsecondary reasoning may be considered during the add/drop period.

- Schedule change requests based on a student not succeeding in a course (e.g. earning a failing grade or lower than desired grade) will not be considered. Students are responsible for completing assigned work and taking advantage of support opportunities (e.g. after school extra help, NHS tutoring, etc.) to be successful.

Guidelines to be followed during the add/drop period:

1. The student must discuss any proposed course change with her/his counselor and complete a Student Schedule Change Form with all necessary signatures.
2. The student must return the Student Schedule Change Form to her/his school (guidance) counselor with all necessary signatures.
3. If a course change is approved, the counselor will make the change in the student's schedule.

A student must attend the originally scheduled course until an official change has been processed and the school (guidance) counselor has issued an official new schedule to the student.

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 students 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.

Elliot T. Parker Library Learning Commons

A Library Learning Commons is a full service learning, research, and creation lab space. It is a flexible environment built to accommodate multiple learning activities for students. It is a hub where learners, teachers, and resources interact seamlessly, and a space for information technology, remote or online education, student tutoring, collaboration, content creation, student and staff

meetings, reading, and study. Most importantly, a Learning Commons is completely student centered.

Our Library Learning Commons Mission:

To ensure that students are effective users and producers of ideas and information.

The GHS Library Learning Commons will provide students with the tools and space they need to become inquirers, critical thinkers, and innovators. Students will aim to achieve literacy by mastering information seeking skills from various sources and will actively contribute information back into the Library Commons resources where other students in the school or outside can use and adapt it. The Library Learning Commons will cultivate enjoyment of reading and proficiency in the application of technology by working collaboratively with teachers to design creative learning experiences in the Library Commons space.

Library Hours

Monday – Thursday: 7:00 am – 4:00pm Friday: 7:00 am – 3:30 pm
Check signage in the Library Learning Commons for updates on possible extended after-school hours or after-school library cancellations.

The GHS Library Learning Commons Contains

- Seating at work tables for 90 students.
- A print collection of approximately 13,000 books
- TV monitors that display school and Library Common news
- TV monitors that can be used for student presentations
- Teaching and flexible collaboration space
- Magazines and newspapers both in hardcopy and online
- Access research databases Media in several formats to support of the curriculum
- 27 computers connected to the Internet and school network
- 30 Chromebooks for students to use in the Library Commons space
- A Creation Lab that contains iPads and video editing software, and more

Library Learning Commons Digital Resources

- Main Library Learning Commons Webpage: <https://bit.ly/ghslibrary>
- Library Commons Research Webpage: www.ghslibrarycommons.weebly.com

General Procedures and Regulations

- Students may not enter the Library Learning Commons at any time during the school day without a note in their Compass signed by a staff member.
- Before or after school students can enter the Library Learning Commons without a pass.

Coming to the Library from Class

- The Library Learning Commons accepts five (5) students at a time per class during the school day with a teacher's permission and Compass pass.

Library Chromebook Procedures

- Chromebooks must be signed out for use. The sign-out sheet clipboard is on top of the cart.
- The Library Learning Commons Chromebooks are only to be used in the Library Learning Commons space.
- Other school issued Chromebooks can be used in the library at any time.

Book Circulation

- Books may be borrowed for **3 weeks**.
- Renewal is possible if no one else has reserved the book. No fines are charged, but students must pay for lost or damaged materials.
- If a student has overdue items, the student will not be allowed to check out more books until the overdue items are returned or renewed.
- Interlibrary loan materials are available through our MassCAT catalog system – see Librarians for interlibrary loans.

Lunch Period Use

- Students are allowed to come to the Library Learning Commons for lunch.
- Students must obtain permission for coming to the Library Learning Commons for lunch by coming to the Library Learning Commons in the **morning** to get their Compass pass signed out for lunch that day. Or, a teacher must approve the student being in the Library Learning Commons for lunch by signing their Compass book.
- Lunch purchased from the school cafeteria cannot be brought into the Library Learning Commons.

Library Staff Contact Information:

Samantha Teixeira
School Librarian/Library Teacher
steixeira@gloucesterschools.com
(978)-281-9870 X - 12222

Gloucester High School Guidelines for Formal Writing Assignments

Follow your teacher's instructions for composing the final draft of a project. The teacher who has assigned the project may have specific requirements for the format.

The following resources may be helpful with formal writing assignments

<http://www.easybib.com/>

https://owl.purdue.edu/owl/purdue_owl.html

<http://ghslibrarycommons.weebly.com/>

CAREER VOCATIONAL TECHNICAL EDUCATION

All students are afforded equal access to all CVTE programs. The Vocational Technical Programs at Gloucester High School admit students and makes available to them its advantages, privileges and courses of study without regard 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.

Each student in a CVTE program develops a career plan that is approved and signed by the student's school (guidance) counselor, parents, and CVTE teachers. Students apply to enter the program. Students selected for the program will not be removed due to academic requirements. Students who request to leave the program will participate in an exit interview with a school (guidance) counselor, administrator, and parent or guardian.

SUMMER SCHOOL

Gloucester High School offers summer school credit recovery. Students will be enrolled in a competency-based online program. There is a fee for each course, and students may take a maximum of two courses. Students will recover course credits (2.5 for semester courses, 5.0 for full year courses) if they successfully complete the requirements for remediation. In order to attend summer school credit recovery at Gloucester High School, a student must have completed the course during the regular school year and have received a grade between 50 and 64. When a student successfully completes the summer course, his/her/their grade will be recorded on the permanent record. **Grades that were earned during the regular school year will not be changed.** Students may also pursue summer credit recovery at other high schools or community colleges and receive credit if they have prior consent from the Principal of Gloucester High School and if they have received a grade between 50 and 64 during the regular school year in the course for which they are looking to recover credit.

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. Relevant provisions of the laws and regulations are summarized below. Questions concerning student records that are not addressed in this Handbook should be directed to the Principal.

Access to Student Records by Parents and Eligible Students

- The term “student record” refers to those education records that are maintained by a school district and contain personally identifiable information about a student, such as a transcript, standardized test results, class rank, extracurricular activities, evaluations, disciplinary records and special education records.
- The parent of a student, and a student who has entered ninth grade or is at least 14 years old (“eligible student”), has the right, upon request, to inspect and, for a copying fee, to obtain photocopies of all or any portion of the student record. Once a student reaches 18 years of age, the rights formally given to the parent transfer to the student.
- A parent or eligible student who wishes to access a student record should submit a written request to the Principal, identifying the portion of the record that he or she wishes to inspect. The Principal will make arrangements for access and notify the parent or eligible student when and where the record may be inspected. 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. The school will make a student’s record available as soon as practicable but no later than ten days after a request, unless the request is made by a non-custodial parent. Schools must follow specific procedures if a non-custodial parent seeks access to a student’s record, which request must be submitted in writing to the Principal.
- The parent and eligible student have the right, upon request, to meet with professionally qualified school personnel to have the contents of a student’s record explained and interpreted, or to have the record inspected or interpreted by a third party.

Amendment of Student Records

The parent and eligible student are permitted to add relevant comments, information or other written material to the student's record or to request the Principal to amend or delete information from the record (except for information inserted by a student's Evaluation Team). If a parent or eligible student wishes to have a student record amended, he or she should write to the Principal, clearly identifying the part(s) of the record that the parent or student wishes to have changed, and the reason(s) for the amendment. If the Principal decides not to amend the record as requested, the Principal will notify the parent or eligible student of the decision in writing, and will provide information relative to the right to a hearing with the Principal regarding the request for the amendment and the right to appeal the Principal's decision to the Superintendent and School Committee.

Access to Student Records by Third Parties

Ordinarily, student record information may not be disclosed to third parties without the written permission of the parent or eligible student. State and Federal law, however, provide that student records may be released without such consent in certain circumstances, including the following:

- To authorized school personnel who have a legitimate need for such information in the performance of their duties (for example, administrators, teachers, counselors, nurses, and clerical staff to the extent necessary to enable them to do their jobs).
- To a person or company to whom the school district has outsourced services or functions for which it otherwise would use its own employees (for example, an auditor, attorney, medical consultant or therapist).
- Upon request, to officials in the Massachusetts Department of Children and Families, the Department of Youth Services, judicial officials and probation officers under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
- Upon receipt of a court order or lawfully issued subpoena.
- To appropriate parties when the release of such information is necessary to protect the health or safety of a person (for example, the local police department and local health officials).

Release of Directory Information

The school district may disclose the following information without the parent's or eligible student's consent, unless the parent or student notifies the Principal in writing [within the first three weeks of school] each year that such information is not to be released without prior consent:

- A student's name, address, e-mail 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.

If no such written notice is received from the parent or eligible student, the school will comply with all appropriate requests for directory information.

Disclosure of Contact Information to Military Recruiters, Institutions of Higher Education and Prospective Employers

In accordance with Federal law, Gloucester High School will release the names, addresses and telephone numbers of its students to United States military recruiters, colleges, universities and other postsecondary educational institutions and prospective employers upon request, without written parental or student consent. A parent or eligible student, however, may request that the school not release this information by notifying the Principal in writing [within the first three weeks of school] that such information is not to be released without prior parental or student consent. If no such written notice is received from a parent or eligible student, the school will comply with all appropriate requests to disclose this basic contact information.

Information to Charter Schools

Under State law, upon receipt of a request from a Commonwealth charter school, the school district will release the names and addresses of public school students to a third party mail house that has been approved by the Massachusetts Department of Elementary and Secondary Education so that the Commonwealth charter school may send recruiting information to students who are eligible to enroll in the charter school. If a parent or eligible student does not want the school district to release this information without his or her prior consent, the parent or student must notify the Principal in writing [within the first three weeks of school] each year. If no such written notice is received from the parent or eligible student, the school will comply with all appropriate requests for contact information from Commonwealth charter schools.

Transfer of School Records to New School

The school district will forward a student's "complete school record," including disciplinary and special education records, upon request to officials of another public school in which the student seeks or intends to enroll, or already has enrolled, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

Destruction of Records

Under the law, a student's transcript must be maintained by the school district for sixty years after the student graduates, transfers or withdraws. Other parts of the student record, however, such as the temporary record, must be destroyed within seven years after the student leaves the school system. School authorities also are allowed to destroy misleading, outdated or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information is destroyed, the parent and

eligible student must be notified and given an opportunity to receive a copy of the information before its destruction.

Complaint Process

If a parent or student believes that the school district has failed to comply with the requirements of FERPA, he or she may file a complaint with the United States Department of Education at the following address:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

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.)

SECTION II – SOCIAL and CIVIC EXPECTATIONS

GLOUCESTER HIGH SCHOOL ATTENDANCE POLICY

ATTENDANCE STANDARDS & PROCEDURES

Philosophy - Regular and punctual school attendance provides you with an essential foundation for achieving academic success and assists you in developing habits necessary for college, career and professional life. Consistent attendance enables you to benefit from shared experiences that are integral to your learning process and cannot be replicated outside of the classroom. The goal of the Gloucester High School Attendance Policy is to increase student success by encouraging daily attendance and the making up of work due to absence, and by helping students develop responsibility in preparation for attendance expectations in their future careers.

Credit for all courses is based on class attendance as well as academic achievement. Each student is expected to arrive on time prepared for each assigned class on the student's schedule every school day.

The development of the policy was guided by the following criteria:

The policy should provide a strong incentive to attend school regularly;
The policy should provide the means for grade restoration should a student lose a quarterly grade due to poor attendance;
The policy should encourage the making up of work missed when a student is absent from school;
The policy should not be overly punitive;
The policy must be manageable for teachers and administrators.

As we try to minimize Covid-19 in our community and our schools we are asking that parents communicate with school if their child is out, sharing the details of why you are keeping your child home.

Covid-19 Symptoms and Response

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- ☐ Fever (100° Fahrenheit or higher), chills, or shaking chills
- ☐ Cough (not due to other known cause, such as chronic cough)

¹ Massachusetts DPH, [Testing of Persons with Suspect COVID-19](#). (2020, May 13).

²
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

- ☐ Difficulty breathing or shortness of breath
- ☐ New loss of taste or smell
- ☐ Sore throat
- ☐ Headache *when in combination with other symptoms*
- ☐ Muscle aches or body aches
- ☐ Nausea, vomiting, or diarrhea
- ☐ Fatigue, when in combination with other symptoms
- ☐ Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

Policy of when a student/staff person may return to school after COVID-19 symptoms

- If a student or staff member has COVID-19-like symptoms, they may return to school after they have tested negative for COVID-19, have improvement in symptoms, and have been without fever for at least 24 hours without the use of fever reducing medications. If a provider makes an alternative diagnosis for the COVID-19-like symptoms, the individual may return to school based on the recommendations for that alternative diagnosis (e.g., influenza or strep pharyngitis).
- If a student or staff member presents COVID-19-like symptoms and chooses not to be tested, they may return to school 10 days from start of symptoms, as long as their symptoms have improved and they have been without fever for at least 24 hours prior to their return to school without the use of fever reducing medication.

ATTENDANCE REQUIREMENTS

Massachusetts General Law (M.G.L.) 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 seven (7) standard absences and 14 half days in any six-month period.

Gloucester High School’s attendance policy holds that a student should not be absent from class more than six (6) times in any quarterly marking period (approximately 45 school days).

Parents receive a phone call from the school’s automated messenger system on the day of each absence. After a student has been absent unexcused three (3) days in a quarter, a notification letter will be sent home indicating that the student is approaching the number of absences that would lead to an Attendance Failure.

For the 2020-2021 school year, the italicized portions of the attendance policy will not be enforced:

If a student is absent more than six (6) times from a class in a quarter, the student will receive an Attendance Failure (AF) for that quarter.

An Attendance Failure for a quarter will result in a grade of 64% unless the student's grade was below a 64% at the end of the term, in which case the student would receive the lower grade.

Students earning an AF for all four quarters of a yearlong class are not eligible to earn credit for that class. An AF for all four quarters means that the student has been absent at least 28 times from a class for the year.

Students who receive an AF for both quarters of a semester class are not eligible to earn credit for that class. An AF for two quarters means that the student has been absent at least 14 times from a class for the semester.

GRADE RESTORATION

A student may restore her/his grade from an Attendance Failure if in the following quarter the student is absent from a class three (3) times or fewer. For example, if a student receives an AF for the second quarter, and the student is absent three times or less in the third quarter, the actual grade for the second quarter will be restored. Grade Restoration does not apply to the Fourth Quarter (should a student receive an AF for the Fourth Quarter). For a semester course, Grade Restoration also does not apply to the Second Quarter.

APPEALS

A student, parent or guardian may appeal an Attendance Failure to the Attendance Review Team. The student or parent will complete an Attendance Review Appeal Form (available in the Dean of Students Office) to appear before the Attendance Review Team. The student shall appear in person with his/her/their parent(s)/guardians to present his/her/their appeal. The committee will listen to the appeal and submit a written response to the principal. The principal will notify the student of the decision. Further appeals beyond the Attendance Review Team may be made to the principal.

ABSENCES

Excused Absences

We recognize that there are circumstances that necessitate absence from school. The following absences, with official documentation, are excused absences:

- School authorized/sponsored activities;
- Visits to a college or other post-secondary institution (up to four per year);

- Medical appointments (requires a note from the doctor on official letterhead); Parents/guardians are asked to make planned, preventive appointments outside of school hours;
- Illness, surgery, hospitalization, or chronic medical condition;
- Court appointments;
- An administrator-approved educational opportunity with a written reflection by the student.

The following absences require a note from a parent or guardian:

- Observance of religious holidays;
- Death in the immediate family;
- Extenuating family circumstances (subject to attendance review).

The appropriate notice must be received in writing by the Dean of Students upon the student's return to school, but no later than three days after the student's return. Absences may not be excused if the official documentation is not received in writing within three days after a student has returned to school.

Parents/guardians are to make sure their son/daughter is in school every day for the entire school day. Written documentation is required for absences. Written notes from parents/guardians ensure the school that the student was not truant. However, unless the absence is one of the excused absences above and official written documentation is received in the attendance office, the absence will count as one of the six (6) absences allowed each a quarter.

A student may not work for pay during the academic day. Students enrolled in an approved internship/work study are required to attend all of their classes at Gloucester High School if they attend their off-site internship/work study that day.

Students are not eligible to participate in any school event(s) on a day that they are absent from school.

Extended Absences—Excused

If a student will be unable to attend school for an extended absence, a parent/guardian should contact their student's school (guidance) counselor. A team, involving the parents/guardians, school nurse, counselor(s) and administration will meet to determine a constructive plan of action for that student during her/his absence as well as for his/her/their re-entry back to school.

Academic Assignments After an Absence

Absence from class does not relieve a student of responsibility for the submission of academic work by established deadlines. Upon return to school

after an absence, assignments are due to individual teachers within two (2) school days. Tests must be made up within seven (7) school days.

Planned Absences

The Gloucester Public Schools discourages such unexcused student absences. Gloucester High School students who take vacations or family trips that do not coincide with previously scheduled school vacation days will miss valuable class experiences that cannot be duplicated in any other way. We understand, however, that there may be times when such absences are unavoidable. Students and parents need to recognize that planned absences can imperil the student's academic status for courses that are missed. Although the make up of work is allowed, the absence counts toward the six (6) **unexcused** absences per quarter.

TARDINESS TO SCHOOL

Students are expected to be in their first period class when the 7:30 bell rings. If a student arrives late to school, the student must sign-in in the Dean of Students office afterward. Students will not be admitted to class without an authorized pass.

- If a student has accumulated 3 unexcused tardies to school in a quarter, parents/guardians will be notified by the Dean of Students to arrange for a parent/guardian conference.

TARDY TO CLASS

- For students tardy to school, arriving and missing more than 15 minutes of class will count as an absence from that class.
- For students present in school, a tardy to class of more than 7 minutes will count as an absence from that class.
- For periods 2-7, teachers will accept a tardy student into class without a pass. The tardy will be recorded into the student information system as "TTC" (Tardy to Class). If the student is more than seven (7) minutes late "CC" (Cutting Class) will be recorded in the student information system. Tardy and cutting students will be subject to appropriate consequences.
- Each three (3) unexcused tardies to a class equals one absence.

CUTTING A CLASS

Cutting a class will result in a "0" for class work for that period as well as disciplinary consequences.

IN SCHOOL TRUANCY

If a student enters the building after the start of first (1st) block and does not sign into school, they are considered In-School Truant, and subject to disciplinary consequences.

INELIGIBILITY TO PARTICIPATE

Students who arrive after 7:45 am are ineligible to participate in any co-curricular or extra curricular activity including field trips, sporting events, or practices on the day they are late. Only the Principal of Gloucester High School may waive this policy. Consideration, which does not guarantee permission, will only be given when the circumstances for being late were clearly identifiable and justifiably beyond the student or parent's/guardian's control.

In order to be eligible to participate in any extracurricular activity, a student who had been off grounds on an authorized dismissal must return before the end of the day.

If a student is truant from school or a class, the student is ineligible to participate in all activities that day.

If a student acquires more than six (6) unexcused absences, six (6) unexcused tardies to school, and/or two (2) class cuts in an academic quarter, the student will be ineligible to participate in all co-curricular or extra-curricular activities for the remainder of that term.

DISMISSAL

Students are not allowed to leave school grounds during the school day unless they obtain a dismissal pass from the Dean of Students Office. Students will only be dismissed with parental authorization and only for reasons determined by administration to be legitimate. Parents/guardians are expected to schedule appointments whenever possible during non-school time.

Notes from a parent or guardian authorizing dismissal must include the reason for dismissal, the time, and a daytime number or e-mail where a parent/guardian can be reached for verification purposes. It is the student's responsibility to bring a parental note to the Dean of Students Office before 7:30 a.m. on the morning of the dismissal.

Any parent or guardian picking-up a student during the school day is required to come inside the building and report to the Dean of Students Office. For any student, even those who are able to transport themselves, if a dismissal request is not made prior to 7:30 a.m. on the requested day, a parent/guardian is required to come pick up the student in the Dean of Students Office.

STUDENT CODE OF CONDUCT

PHILOSOPHY OF CONDUCT AND DISCIPLINE

All policies and procedures in the Student Code of Conduct are designed to maintain school and classroom environments that are conducive to learning. The primary goal of all disciplinary actions is to correct or improve behavior so that teaching and learning can take place in a safe environment with minimal disruptions. No member of the school community will be allowed to infringe upon the rights of others. All infractions of school rules will be handled in a consistent and fair manner for all students.

Students are responsible for their behavior in individual classrooms, throughout the school building, and at school-sponsored events and activities. Classroom teachers will establish rules for their individual classes. Students who fail to adhere to rules established by individual classroom teachers may be assigned after-school sessions by the classroom teacher. Failure to attend an assigned session will result in a referral to the office. Students who exhibit disruptive behavior in the school that inhibits the educational process and does not adhere to school-wide rules are subject to receive Office Detention or Suspension from School.

Student Responsibilities: GHS students will be held responsible for their conduct while on school grounds and while they are in attendance at all school sponsored activities. What a student does, i.e. the student's actions, reflects who the student is and what the student values. It is important to demonstrate respect for others and to treat people courteously, while contributing to the school community in a positive manner. Students are expected to abide by the policies as set forth in the Student Code of Conduct and to respect the authority of all school personnel.

Parent Responsibilities: It is expected that parents assume primary responsibility for the discipline of their children and recognize that school personnel are at GHS to teach and concentrate on helping students learn. Gloucester High School encourages the cooperation and participation of all parents and guardians in conferences regarding their students' academic progress, behavior, attendance, health and personal well-being. We welcome input from parents and look forward to working as a team.

Five Basic Principles of Conduct at GHS

All members of the Gloucester High School community (including the faculty and families) are expected to know and observe the following five basic principles that establish expectations for behavior. Violations of

these principles will lead to consequences, which may include restorative justice.

1. Everyone will demonstrate honesty and integrity at all times.
2. Everyone will show respect for the rights and dignity of all others.
3. Everyone will conduct themselves as a learner and a member of a community of learners.
4. Everyone will act with regard for the safety of persons and property.
5. Everyone will obey the laws of the United States and the Commonwealth of Massachusetts.

Principle #1 - Honesty and Integrity

Honest students speak the truth and speak up for what is true; they also don't misrepresent themselves or their work. Students of integrity are the same decent people in all situations, whether or not they think someone is paying attention.

Principle #2 - Showing Respect for Others

We show respect by honoring the dignity and worth of others. At GHS, we respect our own health and well-being and care about the same in others. We respect others' rights, needs and beliefs.

Principle #3 - Acting as a Learner in a Community of Learners

An essential part of Gloucester High School's mission is to foster lifelong learning. We can only fully achieve this mission when we each act as a scholar in this community. This includes being present in our classes, devoting our school time to the achievement of academic excellence, and avoiding distractions to learning.

Principle #4 - Respecting the Safety of Others and Their Property

At Gloucester High School, we respect others' safety and help ensure our own through positive words and actions. We also treat the school building and property with care. We pay attention to the rules for behavior in whatever setting we are in and we think before we act to make sure that we're not jeopardizing anyone's safety.

Principle #5 - Obeying the Law

We obey the law to ensure the public safety it protects and to avoid potentially devastating consequences for ourselves and others.

DISCIPLINARY CONSEQUENCES

Teacher Sessions: (formerly called **Teacher Detentions**): After-school time assigned by the teacher and served with the teacher in the classroom. Classroom teachers may assign after-school sessions (detentions). Students will be given 24 hours notice by the teacher assigning the session (detention). A student who does not serve an assigned teacher session (detention) will be referred to the Deans of Students for a teacher session (detention) cut.

Time: 5 minutes to 60 minutes.

Office Detentions: After-school time assigned by school administration. Students will be given at least 24 hours notice of a detention to be able to set up transportation. Office detentions are served in a room designated by the Deans of Students and supervised by a Dean or designee. Office detentions begin promptly at 2:15pm and end at 3:15pm. Students must be on time and prepared to work quietly. There is no talking, eating, drinking, sleeping or listening to electronic devices during detention.

- Students will be held accountable for disciplinary infractions that occur during detention.
- Students will not be admitted late to detention.
- Students who leave detention without permission will be written up for cutting detention.
- Students may be credited with serving an assigned detention if they are working directly with a specific teacher on academic work, and then, only by prior arrangement.
- Students will receive an obligation for unserved detentions, which must be fulfilled before students can participate in co-curricular or extra-curricular activities.

Only the Deans of Students may change/reschedule an assigned detention. Failure to serve an office detention on the date issued makes the student ineligible to participate in any extracurricular activities until the detention is completely served. See Disciplinary Response Matrix for additional consequences.

Time: 60 Minutes (2:15-3:15 pm)

Out-of-School Suspension (OSS): Time assigned by the school administration requiring a student to remain at home (out of school) for a designated period of time. Suspensions are a result of major infractions of the school rules. Work missed as a result of out of school suspension must be made up for credit within the same timeframe(s) as for a documented absence. A student may not participate in or attend any school curricular or extracurricular activity on the days of an out-of-school suspension. A student may not participate in school curricular or extracurricular activities until the student has returned to school following the

suspension. When a student is suspended, parents/guardians will be contacted (an official letter will also be sent home) in order to establish a conference required for re-admission to school.

Time: 1 to 10 days (short-term suspension); 11+ days (long-term suspension)

In-School Suspension (ISS): The student attends the school's PACE (Positive Alternative Consequences and Education) program during the school day. A student may not participate in or attend any school curricular or extracurricular activity on the days of an in-school suspension. The PACE program is designed as an in-school program to provide students facing disciplinary consequences for violation of school policies an alternative to out-of-school suspension; this alternative will allow students to remain engaged in class work and to address underlying issues related to their violation of school policies.

Time: 1 to 5 days

Disciplinary Referrals are completed to document student misconduct: When a teacher or other staff member submits a disciplinary referral about a student to administration, the student will meet with the appropriate Dean of Students or other administrator. After a disciplinary referral is discussed and a decision is made regarding potential consequences, administrators will communicate with the appropriate parties. Parents and students are encouraged to discuss disciplinary referrals and consequences. Parents/students should contact the Dean of Students office if you have questions.

DISCIPLINARY PROCEDURES, DUE PROCESS AND APPEAL RIGHTS

The following disciplinary policies meet the Massachusetts General Law that requires each school to adopt a set of rules and regulations designed to maintain order and mutual respect. Gloucester High School's primary concern is that students who wish to learn can do so in an environment conducive to learning and that both prescriptive and disciplinary means be employed to deter those who would disrupt such an environment.

These policies and their provisions shall be applicable during regularly scheduled school hours as well as such other times and places, including, but not limited to, school sponsored events, field trips and athletic events where appropriate school personnel have jurisdiction over students. Jurisdiction also includes at or around school buses, school bus stops and during bus loading and unloading procedures. In some instances, a student may be disciplined for out of school conduct. (Refer to M.G.L., Chapter 71: Section 37H1/2, pages 51-52)

STUDENT MISCONDUCT (organized alphabetically)

ALCOHOL/CONTROLLED SUBSTANCES/DRUGS/DRUG

PARAPHERNALIA: If school administrators have a reasonable suspicion that a student is in possession or under the influence of a controlled substance, a student and his/her/their personal belongings will be subject to search. The search can include the student's clothing, locker, personal belongings and automobile, if the vehicle is parked on school premises.

Any student found on school premises, on the way to or from school or a school-sponsored event, or at a school-sponsored or school-related event, including athletic games and field trips, using, distributing, in possession of a controlled substance, or under the influence of a controlled substance, including but not limited to alcoholic beverages, marijuana, cocaine, and heroin, will face disciplinary consequences. Students in possession of paraphernalia related to controlled substances on school premises or at a school-sponsored or school-related event will also face disciplinary consequences. The police department will be provided with a complete report and the confiscated substances. If applicable, it is likely the police will be called to make an arrest and/or transport the student off school grounds.

Any student found to have possessed, to have distributed, or to be under the influence a controlled substance while on school premises, on the way to/from school, or at a school-sponsored or school-related event, including athletic games and field trips, may also be subject to expulsion from the school or school district by the Principal under M.G. L, Chapter 71, Section 37H.

Students should be aware that prescription medications are also considered to be controlled substances. Unauthorized possession or distribution (or being under the influence) of prescription medication may also result in a suspension and/or expulsion.

ASSAULT: An assault is a physical attack or an abusive verbal attack upon another, including an attempt or threat to do bodily harm to another by force or violence; or simply, an attempt to commit a battery. Students should note that the definition of "assault" may include not only harmful or offensive contact, but also threatening such contact. In other words, an "assault" can also be verbal.

Any student who assaults a Principal, Assistant Principal, Dean of Students, teacher leader, teacher, instructional assistant, substitute teacher or other school personnel on school premises or at school-sponsored or school-related events, including athletic games and field trips, will be suspended for up to ten days and may be subject to expulsion from the school or school district by the Principal (M.G.L. c 71, Section 37H).

Any assault on another student will result in the perpetrator being suspended for up to 10 days. If the severity merits such an action, school administration may recommend expulsion. In cases resulting in suspension, not expulsion, the student's parent/guardian will be required to meet with the administration prior to the student's re-entry to school.

BUS CONDUCT: Student will be held accountable for their behavior on the CATA bus system (to and from school and at the bus stops) in the same manner as when they are at GHS or at GHS events.

CELL PHONES AND ELECTRONIC DEVICES: Cell/Mobile/Smart phones and other personal electronic devices are not allowed to be visible and/or used at any time during the instructional day unless directed otherwise by a teacher or administrator for an instructional or other purpose. Phones used in a manner that violates this policy may be confiscated. Teachers may require that students place phones in a designated location in the classroom throughout the class period. Students may use cell/mobile/smart phones during their scheduled lunch period.

CHEATING/PLAGIARISM: Gloucester High School believes that all students and faculty must conduct their work in ways that demonstrate a commitment to intellectual property. In other words, students are expected to refrain from any type of cheating. Students found guilty of cheating, academic theft, and/or plagiarism will receive a grade of "0", or no credit, for the particular assignment or test. A second act of cheating/plagiarism in a particular course will result in a grade of "AF" (Academic Failure) for the course and no credit earned. Both cheating and plagiarism will be reported in writing by the faculty member to an administrator and are subject to disciplinary consequences. The teacher will also contact parents /guardians and the administration may determine that a conference with the student/parents will be held. Plagiarism is rarely difficult to substantiate. Unless the disciplinary process results in a suspension of more than ten (10) school days, there is no appeal when one is found guilty of plagiarism.

CLASS CUT POLICY: A student who cuts a class shall receive a "zero" for the day for any test given and will not be allowed to retake the test or receive credit for any other work done during that class. If a student walks out of a class without teacher authorization, it will be recorded as a class cut.

1st violation- Teacher / class level intervention

2nd violation- Office detention(s)

3rd violation- Multiple day detentions and/or other administrative action

DAMAGE, DESTRUCTION, AND/OR THEFT OF SCHOOL PROPERTY:

Every student has a responsibility to care for school property, to keep the learning environment pleasant and the materials and books in good working order so that others may enjoy the use of the materials shared. Any student who willfully damages or destroys school property or steals material and/or equipment will be held accountable at school and where appropriate in the Courts. Parents may be held liable for willful acts of their children under MGL Chapter 231, Sec 85 G.

DRUGS: See: Alcohol/Controlled Substances/Drugs/Drug Paraphernalia

FALSE FIRE ALARMS/UNAUTHORIZED USE OF FIRE EXTINGUISHERS/INCENDIARY DEVICES/ARSON: M.G.L., Chapter 268, Sec. 32 states:

"Interference or tampering with police or fire signal systems; false alarms. Whoever opens a signal box connected with a police signal system for the purpose of giving or causing to be given a false alarm, or interferes in any way with such box by breaking, cutting, injuring or defacing the same; or, without authority opens, tampers, or meddles with such box, or with any part or parts thereof, or with the police signal wires, or with anything connected therewith, or, with such purpose, wantonly and without cause tampers or meddles with a signal box connected with a fire signal system or with any part or thing connected therewith, shall be punished by a fine of not less than \$100.00 nor more than \$500.00 or by imprisonment for not more than 2 years, or both."

Any student who is responsible for causing a false fire alarm, or who is found tampering with fire equipment, will be suspended from school for up to ten days, and may be referred for expulsion with a recommendation for exclusion for one year.

FIGHTING: No fighting will be tolerated in the building, on school grounds, or at school sponsored activities. Students participating in a fight (mutual combatants), regardless of who initiates the altercation, will be suspended for a minimum of three (3) days. Students who have demonstrated a history of fighting will be subject to up to ten (10) suspension days.

"Defending oneself", if applicable, will be apparent as part of the administration's investigation. This is characterized as self-protection, not being a mutual combatant.

FORGERY: A student using a forged attendance note, corridor pass or any class/school document will be subject to significant disciplinary consequences.

GAMBLING: Gambling and games of chance are not permitted in classrooms, media center, cafeteria or on school grounds. Violation will result in a suspension.

HARASSMENT: Harassment is 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.

HATE CRIME: Massachusetts General Law defines “hate crime” as any criminal act coupled with overt action motivated by bigotry and bias including, but not limited to, a threatened, attempted or completed overt act motivated, at least in part by racial, religious, ethnic, handicap or sexual orientation prejudice or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion or which seeks to interfere with or disrupt a person’s exercise of constitutional rights through harassment or intimidation.

INSUBORDINATION: To maintain a mutually respectful, supportive and safe school environment, students will adhere to the following expectations:

Follow directions or a reasonable request made by **any** faculty or staff member at Gloucester High School.

Provide correct name upon request of **any** school personnel.

Respond to or communicate with school personnel with appropriate language.

Report to an administrator’s office or classroom when instructed to do so.

PHYSICAL RESTRAINT OF STUDENTS: The Gloucester Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from assault or serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed in appropriate under the circumstances. Physical restraint shall mean 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. Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student’s refusal to comply with a public education program rule or staff directive, or verbal threats when those

actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

The School Committee Approved the Restraint Prevention and Behavior Support Policy and Procedures on April 13, 2016 – See Policy Manual File: JKAA.

PLAGIARISM: See: Cheating/Plagiarism

SMOKING/ USE OR POSSESSION OF TOBACCO PRODUCTS: Gloucester High School is committed to maintaining a smoke-free environment and we recognize that the smoking of tobacco, use of electronic smoking devices, and/or use of smokeless/chewing tobacco can have serious health implications for everyone in the school community. The Education Reform Law prohibits the use of any tobacco product or smoking within school buildings, on school grounds or public bus transportation. (Refer to M.G.L., Chapter 71: Section 2A, page 52.)

Regardless of his/her/their age, if a student is found in possession of any tobacco product or electronic smoking device or paraphernalia in the building, on school property, or on school grounds, it will be confiscated. The student may be subject to a \$100.00 fine.

STUDENT SEARCHES/SEIZURE: If a student is suspected (reasonable suspicion) of violating school rules, state or federal law, the student may be subject to reasonable search and seizure, including the student's personal effects. Lockers assigned to students remain the property of the school and are subject to inspection by the school administration. GHS reserves the discretion to search student lockers at any time. Student automobiles are also subject to search if based upon reasonable suspicion of a violation of school rules or law.

Confiscated items must be picked up after school hours in the Dean of Students office.

Lost or stolen mobile phones and other electronic devices should be reported to the Gloucester Police Department.

TRUANCY: A student is truant if the student is absent from school without permission of the student's parent or guardian. The detention/discipline assigned for truancy will depend on how many times the student has previously been truant (cut class).

VANDALISM: It is the responsibility of every member of the GHS school community to report any acts of vandalism to a staff member. Students who willfully damage or destroy personal or school property will be held financially responsible for repairs and/or replacement. A suspension of up to ten (10) days may also be imposed, depending on the circumstances of the vandalism.

FACE COVERINGS

The Gloucester Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth and complies with guidance from the Massachusetts Department of Public Health must be worn by all individuals in school buildings, on school grounds, and on school transportation, even when social distancing is observed. This policy pertains to all students in Grades PreK-12. All students must wear a face covering when using school transportation. The administration will provide guidance on mask breaks for staff and students.

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

The individual:

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

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral, or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician or the Director of Special Education is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver. Parents are expected to support the schools' efforts for safety and health by having their children wear masks.

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

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

If students are in violation of this policy, the building principal will consult with the parent/guardian and superintendent to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as the student can comply with the requirement or the requirement is lifted. All decisions about enforcing this policy for students should be developmentally appropriate for the age and grade level of the student.

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

Visitors in violation of this policy will be denied entry to the school/district facility. This policy will remain in place until rescinded by the School Committee.

LEGAL REF.:

Commonwealth of Massachusetts, COVID-19 Order No. 31 –
<https://www.mass.gov/doc/may-1-2020-masks-and-facecoverings/download>

REFS.:

Center for Disease Control and Prevention – Considerations for Wearing Masks
–<https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines – <http://www.doe.mass.edu/covid19/>
Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

Approved by the School Committee on September 9, 2020 (File: EBCFA)

Guidelines for Progressive Disciplinary Consequences

Infractions not covered in these guidelines that adversely affect the school environment and/or school safety may lead to consequences for the student(s) committing the infractions. The grid below provides guidelines for consequences for particular infractions; however, other consequences may result from the infractions listed below or from other actions that adversely affect the school environment and/or school safety.

Infractions	Teacher Interventions	Office Detention(s)	Administrative Interventions (with progressive consequences for subsequent offenses)
Skipped teacher session (teacher detention)		1 st offense: reported to administration 1 office detention 2 nd and subsequent offenses: office detentions	
Skipping an office detention		1 st offense: double the number of office detentions skipped (and communication with parent)	2 nd and subsequent offenses: 1 day ISS and double the number of office detentions skipped
Tardiness (class)	1 st offense: discussion with teacher. 2 nd offense after-school session.	3 rd and subsequent offenses (Note: Teacher will provide Admin with dates of discussion and after-school session.)	In addition to office detention a parent conference will be held for habitual offenders

Individual class cut(s)	1 st offense: Teacher after-school session (teacher detention)	2 nd offense (with teacher information regarding 1 st offense): office detention and a parent conference 3 rd offense: office detentions	4 th and subsequent offenses: office detentions or 1 day OSS/ISS
In-school truancy*		1 st offense: 2 office detentions	2 nd and subsequent offenses: 1 Day OSS/ISS
Leaving school grounds without permission		1 st offense: 2 office detentions and parent communication	2 nd and subsequent offenses: 1 Day OSS/ISS
Out-of-bounds		1 st and 2 nd offense:	3 rd & subsequent offense:

(within the school or on school grounds)		office detentions with search	1 Day OSS/ISS with search
Disruptive Behavior requiring removal from class		2 nd and subsequent offenses from a class: behavior plan and office detention	1 st offense can result in restorative justice or detention. Note: Begin with write up from both teacher and student.
Dress code violation	1 st offense: Resolve the violation	2 nd & subsequent offense: office detention (and resolve the violation)	3 rd & subsequent offense: office detentions (possible OSS/ISS and resolve the violation)
Plagiarism or cheating	1 st offense: zero on assignment & parent meeting	2 nd offense: student fails the course	
Forgery		1 st offense: 4 detentions	2 nd and subsequent offenses: 1 day OSS/ISS
Gambling		1 st offense: office detention and parent communication	2 nd etc.: progressive consequences.
Misconduct on Bus		1 st offense: office detention and loss of privilege	2 nd etc.: progressive consequences.
Violation of the Computer Network and		1 st offense: office detention(s)	2 nd offense: 1 day OSS/ISS

Internet Acceptable Use Policy		and loss of privilege	and loss of privilege (with progressive consequences for subsequent offenses)
Profanity / obscene gestures and language	1 st offense: Teacher session	2 nd and subsequent offenses: office detention(s).	
Profanity / obscene language directed at someone in the school		1 st offense: 2-4 Office detentions and restorative apology.	2 nd offense: 1 day OSS/ISS (with progressive consequences for subsequent offenses)
Public display of sexually intimate behavior	1 st offense: conversation	2 nd and subsequent offenses: office detention(s).	
Insubordination*			Based upon infraction. (with progressive consequences for subsequent offenses)
Possession of a tobacco product, e-cigarettes, and/or related paraphernalia		1 st offense: 4 detentions, confiscation, and intervention.	2 nd offense: up to 2 day OSS/ISS, confiscation, and intervention (with progressive consequences for subsequent offenses)
Smoking including use of e-cigarettes or vaping (or		1 st offense: up to 2 day OSS/ISS,	2 nd offense: up to 4 day OSS/ISS,

distribution of tobacco products, e-cigarettes, and/or related paraphernalia)		confiscation, and intervention	confiscation, and intervention (with progressive consequences for subsequent offenses)
Fighting or Assault*			1 st offense: 3-5 day OSS/ISS. 2 nd and subsequent offenses: 5-10 day OSS.
Assault and/or battery on a staff member			10 day OSS with possible grounds for expulsion
Accessory to or Inciting a Physical Conflict			Based upon infraction: from office detention to 2 day OSS/ISS
Threats*			1-10 day OSS/ISS
Theft*			1 st offense: 3 day OSS/ISS 2 nd offense: 5 day OSS 3 rd and subsequent offense: 5-10 day OSS/ISS.
Vandalism*			1 st offense: 3 day OSS/ISS and restitution. 2 nd and subsequent offenses: 5-10 day OSS and restitution
Malicious or out of control destruction of school property			Up to 10 day OSS

Possession or use of a weapon (including but not limited to gun, stun gun, knife, or other implement used as a weapon)*			Up to 10 day OSS with possible expulsion
Drugs/Alcohol violation*			1 st offense: 5 day OSS/ISS and possible expulsion 2 nd offense and subsequent: up to 10 day OSS/ISS, plan for intervention, and possible expulsion.
Bullying/ Hazing/ Harassment* (organizing and/or participating)			Up to 10 day OSS and follow bullying, hazing, and harassment policies
Civil Rights Violation			Up to 10 day OSS

* Infractions followed by an asterisk are defined in the alphabetized “Student Misconduct” section of the Code of Conduct.

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

Suspension

In every case of student misconduct for which suspension may be imposed, the principal (or designee) 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, the principal (or designee) 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 (or designee) 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 (or designee) must be able to document reasonable efforts to include the parent.

Emergency Removal

The principal (or designee) 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 (or designee's) judgment, there is no alternative available to alleviate the danger or disruption.

The principal (or designee) 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 (or designee) shall:

- a) 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; b) provide written notice to the student and parent as required above; c) provide the student an opportunity for a hearing with the principal (or designee) 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 (or designee), student, and parent; d) 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.

The principal (or designee) shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

Principal's Hearing – Short Term Suspension of up to 10 Days

The hearing with the principal (or designee) 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 (or designee) 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 (or designee) shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal (or designee) should consider in determining consequences for the student.

The principal (or designee) 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 (or designee) 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 schoolwork 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.

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: a) 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; b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; c) 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; d) the right to cross-examine witnesses presented by the school district; e) 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:

- a) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; b) set out the key facts and conclusions reached by the principal; c) identify the length and effective date of the suspension, as well as a date of return to school; d) 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; e) 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 in the primary language of the home if other than English, and shall include the following information: a) 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; b) indicate that provided 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, c) indicate that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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 filed in a timely fashion, the superintendent may deny the appeal, or may allow the appeal at 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.

Suspensions are a result of major infractions of the school rules. Work missed as a result of out-of-school suspension must be made up for credit within the same timeframe(s) as for a documented absence. A student may not participate in or attend any school curricula or extracurricular activities on the days of an out-of-school suspension. When a student is suspended, parents/guardians will be contacted in order to establish a conference required for readmission to school.

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.

Suspension or Expulsion for a Felony Charge or Conviction

Mass. Gen. Laws, c. 71, s.37H1/2 provides the following:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if such principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of

the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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.

Procedures for the Discipline of Special Education Students and Students with 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) school 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/their 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 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 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 currently 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, possess 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.

The School Committee approved the Student Discipline Policy File: JK on October 22, 2014

Civil Rights Grievance Procedure

The Gloucester Public Schools is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

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

Persons who engage in harassment, discrimination 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 district administration, subject to applicable procedural requirements.

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

The *Civil Rights Grievance Procedure* shall not apply to reports of sexual harassment as defined under Title IX of the Education Amendment of 1972 and its implementing regulations (“Title IX”) effective August of 2020.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District’s *Title IX Sexual Harassment Grievance Procedures*. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the *Title IX Sexual Harassment Grievance Procedures*.

<http://www.gloucesterschools.com/administration/district-documents>

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the *Civil Rights Grievance Procedure*.

Definitions

For the purposes of this procedure:

- A. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school district.
- B. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to 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 which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual's participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

a. Non-Title IX Sexual Harassment

M.G.L. c. 151B, § 1 - the term "sexual harassment" is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

M.G.L. c. 151C, § 1 - the term "sexual harassment" is defined as sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a)) 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 (b) 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.

Title VII of the Civil Rights Act of 1964 - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute

sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. A hostile environment on the basis of sex is created when the conduct is sufficiently severe or pervasive to alter the conditions of employment.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The 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 Complainant, and under similar circumstances. Conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

- C. Retaliation: retaliatory acts against any individual who exercises his or her rights under the civil rights statutes covered by this procedure or the sexual harassment procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under this procedure and/or the Title IX Sexual Harassment Procedures.
- D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this procedure. Parents and/or legal

guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.

- E. Party or Parties: The complainant and/or respondent.
- F. Principal: The Principal or Principal's designee.
- G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this procedure.

How to make a complaint

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by a school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third-party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this procedure. In such circumstances, that person is referred to as the "reporter."

- A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves and accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.
- B. Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e.,

without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.

- C. Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including limitations on the ability to take disciplinary action against a Respondent.
- D. Informal Process: If the District concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.
- E. Formal Process: A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.
- F. Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment,

discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.

- G. Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.
- H. Timeframes: The District will seek to complete any investigation within twenty (20) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within twenty-five (25) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to 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 a complaint or report of

discrimination, harassment or retaliation is received within three (3) weeks of the end of the academic 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 and Respondent of the extension. A report to the law enforcement will not automatically delay an investigation; however, a request from law enforcement to delay the investigation may require a temporary suspension of an investigation, and the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed.

- I. Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A formal complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:
 1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The Respondent 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 the parties 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 investigation will be completed within twenty (20) school days of the date of receipt of the complaint.

6. The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.
 7. Nothing in this Procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the time period described above.
- J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:
1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
 2. Informing the Complainant and Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines.

The school district administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

- L. Appeal: If the Complainant or the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term

suspension as a result of a finding of discrimination, harassment or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing (email is sufficient) to the Superintendent, Gloucester Public Schools, 2 Blackburn Drive, Gloucester, Massachusetts 01930. The Superintendent will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.

- M. Identification of Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this procedure is:

Gregg Bach, Assistant Superintendent
2 Blackburn Drive, Gloucester, MA 01930
978-281-9833
gbach@gloucesterschools.com

- N. Employment Agency Information: federal employment discrimination enforcement agencies is as follows: 1) Federal - United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

Legal Ref: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

Title IX Sexual Harassment Grievance Procedures

OVERVIEW

The Gloucester Public Schools is committed to maintaining school environments free of sexual harassment.

Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

The District does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the Gloucester Public Schools.

SCOPE

The Title IX Sexual Harassment Grievance Procedures have been developed in accordance with the revised Title IX regulations, 34 CFR Part 106, effective August 14, 2020, which established a new definition of sexual harassment under Title IX and which mandate specific procedures for responding to and investigating allegations of sexual harassment under Title IX.

The Title IX Sexual Harassment Grievance Procedures apply only to allegations of sexual harassment under Title IX, which includes harassment based on sex, sexual orientation, and/or gender identity, and is defined in the Definitions section below.

The Title IX Sexual Harassment Grievance Procedures apply to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District program or activity is conducted on or off school grounds. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Allegations of conduct that meet the definition of sexual harassment under Title IX will be addressed through the Title IX Sexual Harassment Grievance Procedures. Allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Harassment Grievance Procedures.

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment

under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District's Civil Rights Grievance Procedures. (See exception under Section II, Part 4, Step 4 below). The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedures.

The District's Civil Rights Grievance Procedures is available at:
<http://www.gloucesterschools.com/administration/district-documents>

CONFIDENTIALITY

The District will keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Educational Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure.

DEFINITIONS

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. Parents and/or legal guardians of a complainant are not considered a complainant but may file a Formal Complaint on behalf of a minor child and act on behalf of the minor child in any Title IX matter. For the purpose of this procedure the terms "complainant" and "alleged victim" shall have the same meaning.

Formal Complaint: A document or electronic submission filed by a complainant, that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the Formal Complaint, or a document signed by the Title IX coordinator, that:

- (1) alleges sexual harassment against a respondent; and
- (2) requests that the District investigate the allegation of sexual harassment.

At the time of filing a Formal Complaint, the complainant must be participating in or attempting to participate in the District's education program or activity with which the Formal Complaint is being filed.

Sexual Harassment: Under Title IX, the term "sexual harassment" includes three (3) types of misconduct based on sex:

- (1) any instance of quid pro quo harassment by a school employee;
- (2) unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and

- pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
- (3) any instance of sexual assault, dating violence, domestic violence, or stalking as defined below.

Sexual Assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system and set out below:

- **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. In Massachusetts, pursuant to M.G.L. c. 265, § 13B, a child under the age of 14 is incapable of giving consent to indecent touching.
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent. In Massachusetts, pursuant to M.G.L. c. 265, § 23, the statutory age of consent is 16 years of age.

For the purposes of the definition of sexual assault, the term “consent” shall be defined in a manner consistent with Massachusetts laws.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence: A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with

whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking: Engaging in a "course of conduct" directed at a specific person that would cause a "reasonable person" to fear for the person's safety or the safety of others or suffer "substantial emotional distress."

For the purposes of this definition:

"Course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

"Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

"Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Party or Parties: The complainant and/or respondent.

Principal: The Principal or Principal's designee.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Superintendent: The Superintendent or Superintendent's designee.

Supportive Measures: Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive Measures may be offered before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive measures available to complainants and respondents include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments;

modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual harassment has occurred.

Title IX Coordinator: Employee(s) designated by the District to coordinate its efforts to comply with Title IX.

I. REPORTING SEXUAL HARASSMENT

- A. Who May Report Sexual Harassment: Anyone may report an allegation of sexual harassment.
- B. How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator or the Principal, but any District employee who receives a report of sexual harassment will respond to the report as outlined below.
- C. Internal Reporting: Any District employee who receives a report of sexual harassment shall respond by promptly informing the Principal or Title IX Coordinator of the report. Any District employee who observes sexual harassment of a student should intervene to stop the conduct and shall promptly inform the Principal or Title IX Coordinator of the incident. If a report involves an allegation against the Principal or Title IX Coordinator, the District employee shall instead report the allegation to the Superintendent.

Any Principal who receives a report of sexual harassment shall promptly inform the relevant Title IX Coordinator of the report.
- D. District's Response to Report: The District will respond to all reports of sexual harassment promptly and equitably, and in a manner consistent with this Procedure and any other relevant District procedures and policies. Upon receipt of a report, the Title IX Coordinator shall:

- (1) Promptly and confidentially contact the complainant to discuss the availability of supportive measures;
- (2) Inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint;
- (3) Consider the complainant's wishes with respect to supportive measures;
- (4) If the District does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and
- (5) Explain to the complainant the process for filing a Title IX Formal Complaint. Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined in Section II.

II. FILING A TITLE IX FORMAL COMPLAINT

Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined below.

- A. Who may file a Title IX Formal Complaint: Although anyone may report sexual harassment, only a complainant or a Title IX Coordinator may file a Title IX Formal Complaint. If a complainant chooses not to file a Formal Complaint, the complainant's choice to not initiate an investigation will generally be respected, unless the Title IX Coordinator determines that signing a Formal Complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and

the District's legal obligations under applicable state and federal laws. Where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a complainant or a party during the grievance process and must comply with the requirement to be free from conflicts or bias.

- B. Processing of a Title IX Formal Complaint: Title IX Formal Complaints will be investigated promptly and equitably by the Title IX Coordinator or designee, as follows:

Step 1: Title IX Formal Complaint is filed:

- (1) A Formal Complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A Formal Complaint will not be dismissed solely because it was not completely filled out or it was filled out incorrectly.
- (2) A Formal Complaint may be filed at any time, including during non-business hours. Formal Complaints submitted outside of normal business hours will be deemed received on the following school working day.
- (3) At the time of the filing of the Formal Complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the school with which the Formal Complaint is filed.
- (4) A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information for the Title IX Coordinator listed in this procedure, and by any additional method

designated by the school.

- (5) Consolidation of Formal Complaints: Schools may consolidate Formal Complaints where the allegations arise out of the same facts.
- (6) Consideration of the use of the Informal Resolution Process with the consent of the parties. See Section II(D).
- (7) Throughout this process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Step 2: Consider Supportive Measures for both the complainant and the respondent: Once a Formal Complaint is filed, the Title IX Coordinator will ensure that supportive measures are considered for both parties. See Section I(D).

Step 3: Written Notice of Allegations: Upon receipt of a Formal Complaint, the District shall send written notice of the allegations, including the identity of the parties, to both the complainant and the respondent, if their identities are known. The written notice must include: (1) a statement prohibiting knowingly submitting false information; (2) sufficient details known at the time to allow the respondent the opportunity to respond to the allegations; (3) a statement that the respondent is presumed not responsible for the alleged conduct; (4) that a determination regarding responsibility is made at the conclusion of the grievance process; (5) that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney; and (6) that the parties/advisors may inspect and review evidence in accordance with this procedure. If, in the course of the investigation, the District decides to investigate allegations of sexual harassment that are not

included in the initial written notice of allegations, the District shall provide notice of the additional allegations to the parties whose identities are known.

Step 4: Consider Whether Dismissal of Formal Complaint Warranted: Some Formal Complaints will be subject to mandatory or discretionary dismissal under Title IX.

- (1) Mandatory Dismissal of Formal Complaint: The Title IX Coordinator shall dismiss a Formal Complaint under Title IX when the conduct alleged:
 - a. even if proved, would not meet the definition of sexual harassment under Title IX;
 - b. did not occur in an education program or activity of the District; or
 - c. did not occur against a person in the United States.
- (2) Discretionary Dismissal of Formal Complaint: The Title IX Coordinator may dismiss a Formal Complaint or allegations therein for purposes of Title IX at any time if:
 - a. the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the Formal Complaint or allegations;
 - b. the respondent is no longer enrolled or employed by the District; or
 - c. specific circumstances prevent the District from gathering sufficient evidence to make a determination.
- (3) The Title IX Coordinator must provide the parties with written notice of any dismissal of a Formal

Complaint and the reasons for the dismissal.

- (4) Dismissal of a Formal Complaint for purposes of Title IX shall not preclude the District from addressing the allegations under any other relevant District policies or procedure(s), including but not limited to, the Civil Rights Grievance Procedures, the Bullying Prevention and Intervention Plan, the Student Code of Conduct, and/or a collective bargaining contract, nor will it preclude the District from addressing the allegations pursuant to the grievance process set out in Section II of this Procedure. The Title IX Coordinator shall have the discretion to make any such referrals and proceed as appropriate in regard to the allegations.

Step 5: Initial Investigation: All Formal Complaints will be investigated by the Title IX Coordinator or other individual designated to serve as the investigator by the Title IX Coordinator. The investigator shall be responsible for seeking and gathering evidence relative to the investigation. Any Formal Complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the Formal Complaint resolution process:

- (1) Standard of Proof: The investigator shall make factual findings based on a preponderance of the evidence standard.
- (2) The burden for gathering evidence and the burden of proof remains on the District, not on the parties.
- (3) The District shall provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.

- (4) The District shall not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag” orders).
- (5) Each party may have one (1) advisor of their own selection and at their own expense participate in this grievance process. In the case of a student under the age of 18, this advisor may be in addition to the student’s parents/guardians. Any restrictions on the participation of an advisor will be applied equally to each party. The advisor may, but is not required to, be an attorney. Any evidence received by an advisor in this process is subject to confidentiality and may be used only for the purpose of the grievance process. Advisors are prohibited from disseminating or disclosing such evidence outside of the grievance process.
- (6) The District shall send prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.
- (7) Privacy of Medical Treatment and Mental Health Treatment Records: The District may not access or use either the complainant’s or the respondent’s medical, psychological, or similar treatment records unless the District obtains the party’s written consent to do so.
- (8) The investigator may impose reasonable timeframes on all parties as required to facilitate the timely completion of the investigation. The investigator may extend any of the time frames beyond the time periods identified in this procedure for good cause. If a complaint or report

of sexual harassment is received within three (3) weeks of the end of the academic 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 unavailability of witnesses while school is not in session. If the investigator extends the investigation, the investigator will notify the parties of the extension and the reasons therefore in writing.

Step 6: Opportunity for Parties to Respond to Evidence: The District must send the parties, and their advisor(s) (if they have one) evidence directly related to the allegation, in electronic format or hard copy. Parties shall be afforded ten (10) calendar days to inspect, review and respond to the evidence. The District shall not require, allow, rely upon, or otherwise use evidence that constitutes information protected from disclosure by a legally recognized privilege, unless it has been waived by the holder of the privilege.

- (1) Prior to providing evidence to the parties, the investigator may redact confidential information that is not directly related to the allegations or that is otherwise barred from use under Title IX or by privilege (e.g., treatment records), the Family Educational Rights and Privacy Act and/or 603 CMR 23.00. Information that is directly related to the investigation, and that is not expressly barred from disclosure under Title IX (e.g., treatment records), the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00, must be made available for review by both parties.
- (2) The parties and their advisors shall be prohibited

from dissemination of any of the evidence for any purpose not directly related to this grievance procedure.

Step 7: Completion of the Investigative Report: The District must send the parties, and their advisor, an Investigative Report that fairly summarizes relevant evidence but does not reach any conclusions regarding responsibility, in electronic format or hard copy, within twenty-five (25) school days of receipt of the Formal Complaint, unless otherwise extended for good cause. A copy of the Investigative Report will also be sent to the decision-maker.

Step 8: Parties' Opportunity to Respond to Investigative Report: The District shall provide each party ten (10) calendar days for the parties to respond to the investigative report. The Investigative Report will notify the parties of the opportunity to submit to the decision-maker directed questions of the other party and/or any witness within that same ten (10) calendar days. (See Step 9).

Step 9: Directed Written Questions from the Parties: After the Investigative Report has been sent to the parties, but prior to reaching a determination regarding responsibility, the decision-maker shall afford both the complainant and the respondent the opportunity to submit to the decision-maker written, relevant questions of the other party or any witness, provide the party with the other party's and/or witness's written responses to said written questions, and allow for additional, limited follow-up questions from each party in writing. Questions that seek disclosure of information protected under a legally recognized privilege, Family Educational Rights and Privacy Act, and/or 603 CMR 23.00 shall not be permitted, unless the person holding the privilege has waived the privilege.

- (1) The complainant shall be protected from answering questions about the complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove the complainant's consent to the conduct under

investigation.

- (2) Upon receipt of the Investigative Report, each party shall have ten (10) calendar days to submit directed relevant questions to the decision-maker in writing.
 - a. All questions must be posed in a respectful manner (e.g., without profanity and without attacking a person's character or motivations).
 - b. Questions that are not relevant will be excluded, and the decision-maker shall explain to the party posing the question the reason(s) for excluding any question.
- (3) Upon receipt of the directed questions from the District, each party and witness shall have five (5) calendar days to respond to those questions in writing.^[1]
- (4) After receipt of the answers by the parties, any follow-up questions by the parties shall be submitted to the decision-maker in writing within three (3) calendar days, and those follow-up questions shall be responded to in writing within three (3) calendar days of receipt.
- (5) Each party will be provided a copy of the other party's or witness's written answers.

Step 10: Determination of Responsibility/Findings of Fact by the Decision-Maker:

- (1) The decision-maker shall issue a written determination regarding responsibility with a description of the procedural steps taken, findings

of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, the range of disciplinary sanctions to which the respondent may be subject, whether remedies will be provided to the complainant, and procedures and bases for appeal. The decision-maker's written determination shall not be completed by the Title IX Coordinator or the investigator.

- (2) Standard of Proof: The decision-maker shall make factual findings based on a preponderance of the evidence standard.
- (3) The decision-maker's findings shall be based on an objective review of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
- (4) The decision-maker shall not draw inferences about the determination of responsibility based solely on a party's failure or refusal to answer questions.
- (5) The written determination must be sent simultaneously to both parties.
- (6) This determination shall be sent within twenty (20) school days of the issuance of the investigative report unless an extension is agreed upon by the parties or if the process is otherwise reasonably delayed. Except where the parties have agreed to an extension of the timeline or where the process is otherwise reasonably delayed, the written determination shall be issued within sixty (60) school days of receipt of the Formal Complaint.

- C. Remedies: If the decision-maker determines that sexual harassment has occurred, the District administration shall take steps to eliminate the harassing environment, which may include but not be limited to providing remedies to a complainant that are designed to restore or preserve the complainant's equal access to the District's education programs and/or activities. These remedies may be the same individualized services as the supportive measures outlined in Section I(D) above and/or may consist of alternative interventions and/or punitive or disciplinary sanctions that burden the respondent.
- D. Discipline: Persons who engage in sexual harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, expulsion (if applicable under M.G.L. c. 71, §§ 37H or 37H ½), or other sanctions as determined by the District administration, subject to applicable procedural requirements.
- (1) Although the respondent may, in accordance with Title IX, be subject to emergency removal at any time, the respondent may not be subject to disciplinary sanctions for the misconduct defined under this procedure until after this grievance process has been completed.
- E. Informal Process: Only after a Formal Complaint is filed may the District opt to offer and facilitate informal resolution options, such as mediation or restorative justice. Both parties must give voluntary, informed, written consent to attempt any offered informal resolution. Any informal resolution under this procedure will be facilitated by trained personnel.
- (1) The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.
- (2) The informal process is voluntary, and the alleged victim and/or respondent may terminate or decline any

informal process at any time and resume the Formal Complaint grievance process.

(3) The informal process shall not exceed thirty (30) calendar days.

Participation in the informal process will stay the timelines of the Formal Complaint process.

- F. Emergency Removal under Title IX: The District may remove a respondent on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and (3) provides the respondent with notice and the opportunity to challenge the decision immediately following the removal.
- G. Anonymous Reports: The District may be on notice of an allegation of sexual harassment through receipt of an anonymous report. In cases of anonymous reports, the District's obligation is to respond in a manner that is not clearly unreasonable in light of the known circumstances. If the anonymous reporter is the complainant and they request confidentiality, the District can and should offer supportive measures to the extent consistent with maintaining the request for confidentiality. If an anonymous report is received without a disclosure of the complainant's identity, the District will be unable to provide the complainant supportive measures in response to that report. The District may in conformance with applicable state laws and regulations be required to report sexual harassment identified in an anonymous complaint to state and/or local authorities such as the Massachusetts Department of Children and Families in conformance with state statutes and regulations and/or take actions to protect the safety of the school community (contacting the police, for example)

that may result in the identity of the reporting person being disclosed. Although the District shall respond to anonymous reports of sexual harassment in accordance with this Procedure, a Formal Complaint cannot be filed anonymously.

H. Appeals: The complainant or respondent may appeal from a determination regarding responsibility and/or from the District's dismissal of a Formal Complaint or any allegations therein, only on the following bases:

- (1) procedural irregularity that affected the outcome of the matter;
- (2) newly discovered evidence that could affect the outcome of the matter; and/or
- (3) Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

An appeal may be made to the Superintendent or designee within five (5) calendar days after receiving the determination of responsibility or dismissal. The Superintendent will decide the appeal no later than thirty (30) calendar days of the date of receipt of the written appeal. In cases in which it has been determined that a respondent student is subject to long-term suspension as a result of a finding of sexual harassment in accordance with this procedure, the respondent may elect to exercise their appeal under the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, §§ 37H, 37H ½ or 37H ¾) in place of this appellate procedure. Appeals must be made in writing (email is sufficient) to the Superintendent, Gloucester Public Schools, 2 Blackburn Drive, Gloucester, Massachusetts 01930.

The Title IX Formal Complaint grievance process is deemed complete when either the time period for appeal has lapsed or upon the issuance of the Superintendent's decision on a timely filed appeal.

- I. Recordkeeping: Records related to this Procedure will be maintained for a period of seven (7) years.
- J. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: 1) Federal - United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.
- K. Identification of key personnel involved in Title IX process for reports and/or Formal Complaints of sexual harassment:
- Title IX Coordinator: **Ryann Marshall, HR Director 978-281-9801; rmarshall@gloucesterschools.com**
 - Investigator(s): **Assistant Principal, Principal, Title IX Coordinator, or as designated by Title IX Coordinator**
 - Decision-maker: **School Principal (when student is complainant at MS and HS); Assistant Superintendent (when complainant is PreK-5 student or staff member)**
 - Appeal Officer: **Ben Lummis, Superintendent 978-281-9800 blummis@gloucesterschools.com**
 - Informal Resolution Facilitator: **Guidance Director or Counselor, Asst. Superintendent (if not serving as formal investigator), HR Director, or as designated by Title IX Coordinator**

The District will notify students, employees, applicants for admission or employment, parents and legal guardians of students, and unions of the name, title, office address, email address and telephone number of the Title IX Coordinator. This information will be prominently displayed on the District's website.

Legal Refs: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; and M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

^[1] The parent or guardian may act on behalf of the party in drafting questions and submitting written answers. In the case of young children, reasonable accommodation based on disability, and/or other good cause, either party and/or any witness may request and have their oral responses reduced to writing by the investigator or Title IX Coordinator.

Harassment Policy

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Gloucester Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. 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 sponsored 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 pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to

discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, 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; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- 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:

- Written, verbal, or physical (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.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the

school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clergy Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender nonconforming students or employees may also constitute sexual harassment.

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

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

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility,

the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Gloucester Public Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

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

Mr. James Cook
Civil Rights Coordinator
32 Leslie O. Johnson Road
Gloucester, MA 01930
(978) 281-9894

Please note that the following entities have specified time limits for filing a claim. The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601 Boston, MA 02108. Phone: 617-994-6000
- Office for Civil Rights (U.S. Department of Education) 5 Post Office Square, 8th Floor Boston, MA 02109 Phone: 617-289-0111
- The United States Equal Employment Opportunity Commission, John F. Kennedy Bldg. 475 Government Center Boston, MA 02203

Approved by the School Committee on August 12, 2020 (File: ACAB)

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.

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/their 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, of 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

Approved by the School Committee on October 9, 2013

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.

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

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the Gloucester Public Schools, and
- 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/their 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 equity, inclusiveness, diversity, and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive, restorative 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/their 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; students of color; students of various national and/or religious backgrounds; 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 Form 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, 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 the staff member 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/their 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 school (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.

STUDENT LIFE (organized alphabetically)

ANNOUNCEMENTS: The Public Address system (PA) will only be used for emergencies and brief daily announcements at the beginning of 7th period.

ASSEMBLIES: The school's assembly program is designed to provide a variety of experiences for students. Whatever the assembly's purpose (educational, information-sharing, entertainment, honoring student achievement, showcasing student talent or celebrating traditions) students are expected to be polite and demonstrate appropriate responsiveness and courtesy. On days when there is an assembly, the schedule of classes may change. Any changes will be clearly communicated.

ATHLETICS: See: Co-curricular and Athletic Programs

CAFETERIA POLICY: The cafeteria will be open to students for breakfast and lunch. All food and drink must be consumed in the cafeteria (another area only when specifically designated by the administration). Students are expected to assume the dual responsibility of cleaning up after themselves, as well as conducting themselves in a proper manner.

1. Only one person to a chair/seat.
2. No sitting on tables or radiators.
3. No throwing of food, drink or paper products.
4. Students will remain in the cafeteria while eating.
5. Food may not be delivered from a restaurant or brought in by a student from a restaurant, to be distributed to other students.
6. Students may not loiter in the hallways or bathrooms.
7. During good weather, after they are finished eating, students may go into the courtyard adjacent to the cafeteria for the remainder of the lunch period.

CLOSED CAMPUS: Students are to remain in the school building or supervised by their teacher / instructor on school grounds during the school day. A student who has a personal emergency that requires going to the parking lot, or some other area outside of the building, must obtain permission and a pass from the Main Office.

CO-CURRICULAR and ATHLETIC PROGRAMS: Gloucester High School offers a variety of activities and clubs designed to provide learning in different settings for each and every one of our students. To be eligible to participate in any extracurricular activity interscholastic eligibility requirements must be met. 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.

We encourage each of you to become part of our proud tradition. Be part of your school! Be proud to be a member of the Gloucester High School student body and become involved in extracurricular activities. Verified insurance is required to participate in extracurricular activities.

Membership on a Gloucester High School athletic, interscholastic team and/or club or activity is a privilege, not a right. As a member of any team you are expected to conduct yourself both in and out of school in a manner that reflects dignity and a positive reflection of the school.

All extracurricular and co-curricular activities are subject to Gloucester High School attendance requirements. This includes activities related to instructional programs. Activity advisors, sports team coaches and/or supervising teachers are required to monitor student attendance. Lists will be published daily by the athletic and attendance offices to assist advisors, coaches and teachers with enforcement.

CO-CURRICULAR ACTIVITIES

Computer Club

Eligibility: Open to all students.

Activities: Expanding students' knowledge and use of computers and the Internet.

The Elicitor

Eligibility: Open to all students.

Activities: Creative writing and creative expression in photography and artwork. Student literary and arts magazine is published online and in print.

The Flicker Yearbook

Eligibility: Open to all students. (Produced in a course titled Media and Publications)

Activities: Writing and/or designing for this publication. This activity produces the Gloucester High School yearbook. Students are required to meet deadlines throughout the school year.

The Gillnetter Student Newspaper

Eligibility: Open to all students. (Produced in a course titled Media and Publications)

Activities: Writing and/or designing for this publication. This activity produces the Gloucester High School student newspaper.

Docksiders Stage Band

Eligibility: Open to students who wish to perform vocal and instrumental music. Two to three years experience preferred. Selections are made by audition.

Activities: Performances at school and community functions.

Chorus

Eligibility: Open to students who wish to perform vocal music. No experience necessary.

Activities: Performances at school and community functions.

National Honor Society

Membership in the National Honor Society (NHS) is both an honor and a responsibility. (See Page 28 for full requirements.)

Environmental Club

Eligibility: Open to all students who are interested in working to solve sustainability issues

Activities: Furthers awareness and action at GHS and in Gloucester about issues affecting the environment.

Italian Club

Eligibility: Open to all students.

Activities: Fundraising for a charity and promoting Italian culture and language.

Chess Club

Eligibility: Open to all students who wish to play chess. No experience necessary

Activities: Competition in different meets around the North Shore

Student Council

Eligibility: Any student in good standing (academics, attendance, behavior) may run for election to Student Council. Elections are held in May for the next school year. Faculty recommendations are required.

Activities: Meetings are held twice a month to discuss student concerns and to advise the principal. Student Council sponsors some dances, several activities, and raises funds for scholarships.

Dramatic Arts

Eligibility: Open to all students. Production tryouts are conducted throughout the year for individual roles in productions.

Activities: Normally there are two productions each year, (a fall play and spring musical) in addition to participation in a drama festival.

Interact (Rotary)

Eligibility: Open to all students. Students must be present at 95% of meetings to maintain membership.

Activities: Rotary designed Community Service activities

Rifle Team

Eligibility: Open to selected students. Tryouts are in the fall.

Activities: Team practices at Cape Ann Sportsmen's Club and competes in postal matches as well as competitions throughout the United States throughout the academic and calendar year.

Drill Team

Eligibility: Open to selected MCJROTC students.

Activities: Unarmed and armed squad and team interscholastic competitions throughout the East Coast. Cadets provide Color Guard, Honor Guard, ceremonies at sports and academic ceremonies as well as community ceremonies, parades and funerals for veterans.

Robotics

Eligibility: Open to all students

Activities: Students design and build motorized remote controlled robots and compete in the robotics competition.

SAGA (Sexuality And Gender Acceptance)/ GSA (Gay Straight Alliance)

Eligibility: Open to all students

Activities: Community awareness and education, community service, support for students

SailGHS

Eligibility: Open to all students

Activities: Instructional and competitive sailing

All extracurricular, sports, clubs, class, or any other organizational meetings will usually be held after school. Academic responsibilities come first. See eligibility rules for participation.

INTERSCHOLASTIC TEAMS

If you are interested in participating on any team, listen for an announcement about tryouts or meetings. From that point each team has its own schedule for games and practices. Most teams require practice every day after school. The following is a list of all the team opportunities.

Fall

Boys Cross Country
Field Hockey
Boys Soccer
Rifle Team

Girls Cross Country
Football
Girls Soccer
Drill Team (MCJROTC)

Golf
Cheerleading

Winter

Boys Basketball
Boys Ice Hockey
Girls Indoor Track
Rifle Team

Girls Basketball
Girls Ice Hockey
Cheerleading
Drill Team (MCJROTC)

Girls Gymnastics
Boys Indoor Track
Wrestling
Swimming

Spring

Baseball
Boys Outdoor Track
Girls Lacrosse
Drill Team (MCJROTC)

Softball
Girls Outdoor Track
Boys Lacrosse

Boys Tennis
Girls Tennis
Rifle Team

CO-CURRICULAR AND INTERSCHOLASTIC RULES AND REGULATIONS

1. **ACADEMIC ACHIEVEMENT IS YOUR FIRST PRIORITY:**
Participation in any extracurricular activity or event is linked directly to satisfactory academic progress. All academic requirements must be

satisfactorily met before a student is eligible to participate in any extracurricular activity. All students are required to take a full academic course load - a minimum of thirty-five credits per term.

2. **CHARACTER COUNTS:** Each student involved in any extracurricular activity is obligated to set a good example in school, in competition and in the community by positive personal behavior and attitude that sets a respectful and responsible example.
3. **ATTENTION TO DETAIL:** Self-management is a set of habits that are developed over time. We expect that each person involved in extracurricular activities has begun to develop and practice these habits daily. These include personal appearance, attendance, effort and conduct.

Personal Appearance: On the day of an extracurricular event each participant/team member is expected to present him/herself formally at school.

Young Men:	Neatly groomed hair Irons dress shirt with tie Tie arranged in conventional knot at collar/neck
Dress trousers (no jeans, shorts, or tank tops)	Clean-shaven or neatly trimmed beard

Young Women:	Neatly groomed hair Conservative dress clothing (no jeans, shorts, beach wear or tank tops)
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The following apply to all co-curricular clubs and interscholastic teams:

1. You must be enrolled in Gloucester High School.
2. All transfer students who have participated at the varsity level are ineligible without a waiver.
3. If you transferred to Gloucester High School before the season that your sport began you are eligible. If you transferred after the season started, you are not eligible.
4. To be eligible for competitions or performances, you must be registered for and passing at least 20 credits of academic work in the classroom.
5. To be eligible for competitions or performances, you must have passing grades in at least 20 credits of academic work in the classroom, from the beginning of the school year up to the last quarter report cards were issued for all students. **The report card you received for the 4th quarter in June determines your fall eligibility.**
6. You are eligible for 12 consecutive sport seasons beginning in September of your freshman year.
7. You may not be 19 before September 1 of the present school year.
8. You may not have graduated from any secondary school.

9. Participation violations are subject to Athletic Council or administrative review as well as MIAA rules.
10. Any credits earned from pass/fail courses, internships, work study or outside work do not count toward eligibility.
11. Two or more failures on the most recently issued report card, regardless of number of courses carried, will result in ineligibility to participate in competitions or performances.
12. Receive a physical exam **within twelve (12) months** prior to season.
13. Submit insurance information prior to season.
14. Students who have not paid the user's fee will be ineligible to receive a uniform.
15. Any outstanding obligation means you may not participate.
16. To be eligible to participate or compete, you must be present in school on the day of practice, rehearsal event or the game, or Friday before a weekend game. You are not eligible to practice, perform, or play on any day that you are marked absent, tardy, cut class, or leave school grounds without permission.
17. If you are going on vacation during the season you **MUST** notify the athletic or activity director and coach prior to the first scheduled game or event.
18. Curfews set for a team are enforced by direction of the coach.
19. Issued equipment may not be worn in physical education classes or activities outside of school.
20. For safety and health reasons you may **not** practice or play on any other athletic team [school or non-school team] during the season in which you are a member of any school interscholastic athletic team.
21. Students riding to any interscholastic activity may be subject to search and seizure and breathalyzer policy. The GHS Code of Conduct/ Massachusetts General Law will be applied.

For further information or clarification, please consult the Athletic Director, Bryan Lafata.

Any conduct unbecoming a member of a team or club, whether in school or in the community, that adversely affects the team or reflects adversely on Gloucester High School may result in immediate dismissal from the team or club, as well as possible exclusion from further participation in GHS interscholastic sports and/or GHS clubs for up to one calendar year.

If you are banished from a game or activity for fighting or unsportsmanlike conduct you will be ineligible to play or perform in the next two scheduled events/contests. If the occurrence is repeated, you will be ineligible for one calendar year. The consequences described above may be administered in addition to school-based consequences.

The use of drugs or alcohol including tobacco products in any form is strictly forbidden.

MIAA penalties will be enforced:

FIRST VIOLATION MINIMUM PENALTIES: When the Principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport or activity. For the student, penalties will be determined by the current or next season of participation. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose or rehabilitation. Any fractional part of an event will be dropped when calculating the 25% of the season.

SECOND & SUBSEQUENT VIOLATIONS AND MINIMUM PENALTIES: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport or activity. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season.

ATHLETIC AND FINE ARTS CONFLICTS

The following is what students should do if there is a conflict between an athletic practice or event, and a fine arts practice or event. Specific questions regarding this schedule should be referred to the Athletic Director and the Assistant Principal.

Fine Arts	Athletics	<u>Student's Responsibility</u>
Rehearsal	Practice	Split practice
Performance	Practice	Performance
Rehearsal	Game	Game
Rehearsal	Awards Night	Awards Night
Dress Rehearsal	Practice	Dress Rehearsal
Dress Rehearsal	Game	Game first / Rehearsal second
Performance	Game	Student's choice with consequences

DANCES:

1. GHS Disciplinary code is in effect at all activities.
2. You must be on time and present in your classes and be eligible to participate in order to attend any dance.
3. You must be a student at Gloucester High School to attend a dance. However, a GHS student may bring a guest from another school to the

dance by obtaining a "guest pass" prior to the dance. Guest passes will not be issued during the dance. Students bringing a guest are responsible for notifying the guest of the rules of GHS.

4. Any student or guest who leaves the building or venue after the dance has started is prohibited from returning without permission of the faculty member in charge of the dance.
5. Dress should be suitable to the theme of the dance.
6. In order to foster a safe environment for all staff and students, the Gloucester High School administration may require a Breathalyzer test as a condition of admission for all students and guests attending a school-related event, such as a prom or dance. In addition, students may be subject to a search.

DRESS CODE: A high school dress code is necessary to provide safety, to prevent disruption and disorder, and to facilitate the educational process but that allows diversity of individual preference. Therefore, in order to maintain reasonable standards of health, safety, and cleanliness the following policy has been adopted:

If the health and safety of the student is endangered or the proper order of school is disrupted by a student's attire or appearance, he or she will be referred to a Dean of Students who will follow the dress code violation protocol.

During school hours, on school property, on field trips, and at all school events, students are responsible for dressing in a manner that does not undermine student wellness and safety and does not cause disruption and impediments to the educational process. Administration reserves the right to determine if certain attire is unacceptable, because it is disruptive to the educational process or violates reasonable standards of health, safety, and cleanliness. Dress which violates the dress code policy shall include, but not be limited to, an article of clothing that displays or promotes, in pictures or words, any foul, obscene or offensive language; any tobacco product or the use of a tobacco product; any alcohol product or the use of any alcohol product; any illegal substance or the use of illegal substances; acts of actual or implied violence; material reasonably likely to incite or cause disruption or disorder within the school for reasons, including but not limited to race, religion, ethnicity, sexuality, or gender. Symbolic expression, however, is permitted subject to the limitations on obscenity, defamation, fighting words, incitement, and disruption.

Some Additional Specific Guidelines:

- Clothing must completely cover the mid-section of the body when a student stands, walks, or sits, providing appropriate cover for movement.
- Clothing may not be sheer or see-through.
- Underwear of any kind shall not be visible.
- Hats, visors, hoods, and head coverings are not allowed in school.
- Sunglasses are not to be worn in school.
- Footwear should ensure safe travel throughout the school building and grounds at all times.

Attire worn on special occasions, including “theme” days, must comply with the Gloucester High School Dress Code. This Dress Code shall not be enforced to the extent that it conflicts with religious observance or a documented medical condition.

DRESS CODE VIOLATION PROTOCOL

1st Offense:

The student will resolve the dress code violation to continue in school that day. A call is made to the student’s parent/guardian to make them aware of the violation and to facilitate resolution of the violation (if necessary).

2nd Offense:

The student is issued one office detention.

The student will resolve dress code violation.

A call is made to the student’s parent/guardian to make them aware of the violation and to facilitate resolution of the violation (if necessary).

3rd and Subsequent Offenses:

The student is issued office detentions.

The student will resolve dress code violation.

A call is made to the student’s parent/guardian to make them aware of the violation and to facilitate resolution of the violation (if necessary).

DRIVING REGULATIONS: Student parking is authorized in the designated Student Parking Area. **Student parking is a privilege granted by the administration.** Vehicles driven to school must be registered in the Deans of Students office. An assigned parking pass must be clearly displayed on the rearview mirror. All vehicles must be properly registered and insured. Vehicles should be locked. Disciplinary action, including revoking student parking privileges, may be taken for violation of school rules and or any infraction of vehicle safety regulations, including reckless driving.

The following parking regulations are in effect:

1. Students are not allowed to use their automobiles during the school day without permission from administration.

2. Students may not enter vehicles during the school day without permission from administration. Students who are found in cars during the school day will be considered off grounds.
3. Students are to park only in the designated Student Parking Area. Parking outside of this area is a violation of school rules.
4. The speed limit on the access road is 25 mph and 10 mph in the parking area.
5. Tickets will be issued for illegal parking. Illegally parked vehicles may also be towed at the owner's expense.
6. Student cars on school property are subject to search based on reasonable suspicion of violation of a school rule or law.

EATING: Students are to eat and drink in the cafeteria. Students are not allowed to eat in the main entry hall, the classrooms, the academic hallways, the student centers, the auditorium foyer, or the library. All students are responsible for their own trash. Also, students are not allowed to have food delivered or accept food that is delivered to school from or by any restaurant.

EMPLOYMENT/WORKING PERMITS: Work permits are issued at the Principal's office at Gloucester High School.

Requirements:

1. A job
2. Original Birth Certificate
3. Employer Certificate
4. Physician Certificate (Age 14 – 15 only)
5. Parent Signature
6. Report Card (most recent) – must maintain passing grades as well as satisfactory effort and conduct grades
7. Attendance Record – maintain an acceptable attendance record

Note: Requirements must remain current to retain working permit privileges. Failure to sustain requirements may result in revocation of working permit.

EVACUATION PLAN: Each classroom has an evacuation route posted near the door. Your teacher will direct you as to the proper time and direction in case of emergency evacuation. Follow the directions of the teacher to the designated RALLY POINT. Your teacher will take attendance to insure that everyone is safely evacuated. Stay at the rally point until otherwise directed by your teacher.

STUDENTS MUST STAY WITH THEIR CLASS/TEACHER ON THE WAY OUT OF THE BUILDING OR ON THE WAY TO THE RALLY POINT. Students who fail to comply with this expectation will be considered insubordinate and “out of area.”

FIELD TRIPS: Field trips can bring the school and community closer together which often results in real-world experiences that enrich the curriculum for students. A field trip is defined as any school-sponsored activity carried on during the regular school day or as an extension of the school day that does not take place at GHS or on school grounds. To be worthwhile, a field trip must be an integral part of the educational program, directly related to the total school program and curriculum.

Students are expected to conduct themselves in a manner reflecting pride and respect for GHS. All Gloucester High school rules, regulations and discipline policies apply when students are in attendance on a school-sponsored field trip.

FIRE DRILLS: When a fire alarm sounds, students are to file quietly out of the building. Directions for evacuation of the building are posted in each room. After exiting the building, students proceed to a designated area away from the school to permit firefighters unobstructed access to the building.

HALLWAYS/CORRIDORS: Students are expected to carry a Compass with date, time, and destination signed by a staff member whenever they are in the corridors during instructional time.

HEALTH SERVICES: Gloucester High School attempts to provide an environment safe from accidents. If an accident or sudden illness occurs, the school nurse or health aide will provide appropriate care. The parent/guardian will be notified. The school nurse(s) will only provide initial care; transportation for further treatment will be provided by the parent/guardian.

Emergency Information and Authorization for Treatment forms are distributed to students at the beginning of the school year. **These forms must be filled out completely and returned to the Nurse's Office.** The forms are kept on file in the Nurse's Office to facilitate the transfer of the sick or injured students. No student will be dismissed without a signed Emergency Form on file.

Except in an emergency, students are not admitted to the Nurse's Office without a pass. In cases of serious emergency, school personnel will take appropriate action while attempting to contact a student's parent/guardian.

EMERGENCY TRANSFER TO A MEDICAL TREATMENT FACILITY
Students judged by the Gloucester High School medical services to require immediate hospital care will be transported to the nearest medical treatment facility (Addison Gilbert Hospital).

Subject to the limited exceptions under M.G.L. c. 76, § 15 and the McKinney-Vento Act, all high school students must be up to date with immunizations in order to attend school. You must have received a physical exam within the calendar year to participate in extracurricular activities of any

kind. Tenth graders are required by Massachusetts law to have a physical exam. Ninth graders are screened for scoliosis.

MEDICATIONS: Possessing a prescribed medication is grounds for suspension under the school drug policy. Students are to have no prescribed medications of any kind on their person, in their lockers, backpacks or school bags.

A parent, guardian or parent/guardian-designated responsible adult shall deliver all prescribed medications to the school nurse. All medications must be in a pharmacy or manufacturer-labeled container. No more than a 30 school-day supply of the medication will be stored at school. Permission forms must be signed for all medications to be administered.

Medical insurance is required for participation in all vocational programs and all extracurricular activities. Proof of insurance must be provided before participation is authorized.

STUDENT HEALTH CENTER AT GLOUCESTER HIGH SCHOOL - ROOM 1214

- The Health Center is available for students who are in need of services including treatment for illness, counseling, social support services, health-related questions, and health education. Physical exams for sports, school, and employment are also available for those students who do not have a primary care provider or are unable to obtain an appointment with their routine physician/nurse practitioner.
- The Health Center serves as an access point for services and does not replace a student's primary care provider.
- No student will be denied services because s/he cannot pay for them.
- All information is kept confidential except when the student is in danger of hurting himself or herself or in danger of hurting others.
- How to enroll in the Health Center:
 - a. If you are under 18 years of age, a parent or guardian must sign a Health Center Consent form.
 - b. If you do not have a signed consent form, you may still come to the Health Center if you have further questions about the Health Center or have health related questions.
 - c. Consent forms for the Health Center are on the back of school emergency forms and are available in 1214, the Nurse's Office, the School Counseling (Guidance) Center, and the Main Office.

INSURANCE: An accident insurance policy at a reasonable cost is available each fall. All students may purchase this insurance. Those students who participate in any extracurricular activity, athletics, vocational programs, or drama must buy insurance. Students must file all accident or injury insurance

claims on a special form in the office immediately following an accident. The insurance company will not pay claims if the accident form has not been filed.

LEADERSHIP POSITIONS/STUDENT GOVERNMENT: The teaching of leadership at Gloucester High School involves student leadership positions within the curricular and extracurricular activities of the school. These positions were established by the administration of the high school to provide active learning experiences for students in developing skills and attributes of leadership and to develop an understanding of the responsibilities associated with leading others. To that end, this protocol is provided as the standing operating protocol to be followed in all cases.

1. Leadership is a responsibility bestowed on a student based on character, scholarship, and service. Students in leadership positions represent Gloucester High School in an official capacity and will be required to conduct themselves accordingly.
2. Each student leader is expected to adhere to and exemplify the social standards of the GHS Mission Statement. (Respect for self and others; responsibility for one's own actions, trustworthiness, fairness, caring and citizenship) at school and in the community. Major violations of the Code of Conduct automatically remove the student from the leadership position.

To be eligible for a leadership position a student must:

- a. In the case of student council, class officer, a student must be a member of the class (9th, 10th, 11th, 12th grade) for which the leadership position is available.
- b. In the case of interscholastic teams (academic or athletic)
 - i. Candidate must be a junior (11th Grade) or senior (12th grade) at the time of nomination.
 - ii. Candidate must be a member of the interscholastic team at the beginning of the current season in which that student has been nominated to a leadership position.

Candidates must be enrolled in the equivalent of five (5) Gloucester High School courses which meet each day and must have a cumulative scholastic average of 2.5 (C+) in each subject. No failures are allowed.

Candidate must have an exemplary conduct record (no suspensions for at least one (1) full semester) in school as well as an exemplary conduct record in the community (particularly with regard to alcohol, drugs, tobacco and law violations), or any conduct that may reflect negatively on Gloucester High School.

Once selected, students in leadership positions have the responsibility to continue to demonstrate exemplary behavior at school and in the community.

Conduct violations in school, as well as in the community, particularly related to alcohol, drugs, tobacco, e-cigarettes, and/or law violations, or any conduct that may reflect negatively on Gloucester High School, will result in removal from any leadership position.

LOCKERS: Every student will be assigned a locker. A lock combination is issued only to the student who is responsible for his or her own locker and possessions. Sharing of lockers is prohibited unless authorized by the administration. Students may use only the locker assigned to them. The school cannot assume liability for lost or stolen items. Lockers are the property of the Gloucester Public Schools and are loaned to the student. **Therefore, the GHS administration has the discretion to search lockers at any time.**

LOST & FOUND: All lost and found articles should be returned to the Deans of Students Office where a student may claim ownership.

NATIONAL HONOR SOCIETY: Sherman B. Ruth Chapter

Activities: Members provide leadership in scholarship, citizenship and public service throughout the school community and the community at large.

Eligibility: Membership eligibility is limited to juniors and seniors who have attended Gloucester High School for the equivalent of one semester and have achieved a cumulative scholastic average of 88 percent or higher. The Faculty Council then evaluates students who meet this scholastic requirement on the basis of the other three “pillars” of leadership, service, and character. Changes to eligibility may be made in accordance with the local and national charter.

The Selection Process: Members are selected by the NHS Faculty Council after careful review and consideration of all factors. After the first term of junior year, administration supplies the NHS advisor with a list of students scholastically eligible for consideration for membership to the NHS.

1. Students scholastically eligible for membership may be invited by the NHS Advisory Council to apply for membership.
2. Faculty and staff are invited to comment on a candidate’s scholastic performance and demonstrated character observed over time. The NHS Faculty Council uses this information in conjunction with requirements to determine suitability for membership in the NHS.
3. The NHS Faculty Council reviews each candidate’s completed application packet. The Faculty Council may choose to interview some of the candidates seeking membership.

According to the National Honor Society Handbook, membership "is a privilege, not a right ...nor is membership automatically conveyed because a student has achieved a specified level of academic performance" (23). The Faculty Council of the chapter selects students who "demonstrate outstanding performance in all four areas of scholarship, leadership, service and character" (24). Once elected, continued membership in the chapter is based upon students maintaining the standards under which they were admitted as members.

Scholarship

In all cases, only those students who have a cumulative grade point average of 88 percent or higher meet the scholarship requirement for the Sherman B. Ruth Chapter of the National Honor Society. These students are then **eligible for consideration** on the basis of service, leadership, and character.

Leadership

To exhibit excellence, a Gloucester High School student must possess the intrinsic values of self-respect, self-discipline and self-direction. The student must ask herself or himself, "How does one go about developing the traits, qualities, and principles necessary to become an effective leader?"

The student who possesses leadership traits:

- Looks, acts, and feels like a leader, using his/her/their power to invoke change;
- Does the right things right, even in the face of adversity and opposition;
- Is decisive in gathering the facts, reviewing the information, and making decisions;
- Is thoroughly dependable and trustworthy in any responsibility accepted;
- Responds enthusiastically to challenges;
- Shows interest and exuberance in all the student does;
- Sets the pace, establishes direction and remains a constant example for his/her/their peers;
- Takes the initiative in school projects and community activities by assessing what needs to be accomplished and doing it;
- Demonstrates academic initiative and strives to empower others to reach their academic goals;
- Contributes knowledge, confidence, and influence to school and civic activities;
- Is willing to uphold scholarship and maintain a loyal school attitude.

Service

Service refers to actions undertaken by the student that "are done with or on behalf of others (not including immediate family members) without any direct financial or material compensation to the individual performing the service" (27-28). Contributions to school, classmates and community in the form of

committee work, mentoring, assisting others, or volunteer services for the elderly, poor or disadvantaged are examples of "service."

Character

The National Honor Society advocates the use of a definition of character that is known as the "Six Pillars of Character." A student of character would demonstrate these six qualities:

1. Respect for her/his peers, teachers, school and society
2. Responsibility in her/his daily life and tasks
3. Trustworthiness
4. Fairness in her/his ideas and relationships with people
5. Caring and helping others in the student's world
6. Demonstrating good citizenship both inside and outside of school

In addition, students of sound character distinguish themselves from others by:

- Complying with school regulations
- Demonstrating integrity
- Showing empathy and courtesy for others
- Demonstrating perseverance and self-discipline in her/his studies
- Exemplifying positive behavior or qualities such as cheerfulness and friendliness
- Working diligently to keep the school free of undesirable influences
- Avoiding cheating in any form as well as any unethical behavior

A student's character is her/his uniqueness, the driving force that sets one apart from others. If a student can respect herself/himself, then the student can surely respect and contribute to the world.

Application Requirements:

- The applicant must have a GPA of 88.0 or better.
- Applications must be submitted by clearly communicated, established deadlines. All aspects of the application form must be legible (typed or neatly handwritten in black or blue ink) and complete or the application will not be considered.
- **Two** recommendations are required to complete the application. One is to come from a faculty/staff member and one from an adult (an individual who can attest to your service/community activity i.e. employer, clergy, supervisor, etc.). Recommendations will not be accepted if written by an immediate family member.

PEP RALLIES: Pep rallies are scheduled at different points in the school year and are a positive way to bring the larger school community together. Pep rallies are designed to promote school spirit, team spirit and class spirit. During pep rallies, students sit together by class (grade in school) and either watch performances or participate directly. Most pep rallies will be held in the field house.

PERSONAL PROPERTY AND VALUABLES: Bags, pocketbooks, money, and other valuables are not to be left in empty classrooms and/or unlocked lockers. Students are responsible for securing their own items at all times. The school will not be responsible for lost or missing items.

POSTERS: Organizations advertising school-related activities may place posters on **glass or tile** surfaces throughout the building with **masking tape only**. Posters must be removed by the issuing organization after the event.

SAFETY PLAN: Under certain circumstances, it may be necessary to conduct a “lockdown” to ensure student safety. Follow your teacher’s direction about the proper procedures to follow. If you are not in a classroom at the time, you should report to the nearest classroom or office.

TELEPHONES: Office phones are reserved for school business and/or emergency calls. Students will not be called to the office phone except in case of emergency. Students will not be dismissed from classes to use the telephone. Please be assured that in an **emergency situation** you can reach your child by calling our offices. Please do not use cell phones or text to contact your child during the school day.

VISITORS: Students wishing to bring a student visitor to Gloucester High School must apply for a Visitor's pass from the Dean of Students (including the completion of an emergency contact form) at least two days before the expected visit. Visitors must be of high school age. While at GHS, visitors are expected to conduct themselves responsibly and respond appropriately to all GHS staff members. Students are not allowed to bring young children to school for supervisory purposes nor are they allowed to bring a student who should be attending school in another district on that particular day. Guests who will be attending school social activities must receive prior approval from the Dean of Students.

All unauthorized persons found in GHS will be considered trespassers. Local law enforcement will be immediately notified to respond.

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.

AN ACT PROHIBITING THE PRACTICE OF HAZING ANTI-HAZING LAW, M.G.L. CHAPTER 269 SECTIONS 17-19

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is like 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. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team, or student organization which is part of such institution or is

recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

RESPONSIBLE USE OF TECHNOLOGY

GLOUCESTER PUBLIC SCHOOLS STUDENT RESPONSIBLE USE POLICY (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.



**2020-2021 GHS Student and Parent Handbook
Acknowledgement Signature Page [Paper form if needed]**

The primary purpose of this handbook is to inform students and parents at Gloucester High School of their rights, responsibilities, and the consequences of their choices and behaviors. It will answer many questions about expectations and requirements as well as describe school policies and procedures as supported by the School Committee of the Gloucester Public Schools. Students and parents should use this handbook as a resource for assisting students in making responsible choices in an effort to achieve academic success and contribute to a safe and productive environment at Gloucester High School. Thank you for taking the time to familiarize yourself with the handbook's contents.

All students are required to sign this acknowledgement page. Student signatures below indicate:

1. I have received, read, and understand the 2020-2021 Gloucester High School student handbook.
2. I recognize that all students at Gloucester High School are held accountable for acting in accordance with the contents of this student handbook, both during regularly scheduled school hours and at all school sponsored events.

Student's Name _____ Grade _____
(Please Print)

Student Signature _____ Date _____

Note: This signed form will be collected and kept on file in the Dean of Students office (as an alternative, if needed, to the electronic form).

Acceptable Use Policy Signature Page

[Paper form if needed]

Students & Parents/Guardians: Please review the GPS Acceptable Use Policy 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. 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 _____