

# **REVERE HIGH SCHOOL 2021-2022**

## **STUDENT HANDBOOK OF REGULATIONS & POLICIES**

**(Including: After School, Credit Recovery, All School Events and Summer Programs)**

### **Principal**

John Perella, Ed. D.

### **Deputy Principal**

Leah Tuckman

### **Assistant Principals**

**Christopher Bowen – Freshman Academy Grade 9 GREEN HOUSE –Second Floor**

**Julianne Falzarano - Grade 9 GREEN HOUSE – First Floor**

**Jorge Ortega, Ed. D.– Grade 10 RED HOUSE – Third Floor**

**Blaine Yesselman – Grade 11 BLUE HOUSE– First Floor**

**Lena Marie Rockwood, Ed. D. – Grade 12 BROWN HOUSE – Third Floor**

### **Superintendent of Schools**

Dianne K. Kelly, Ed. D.

### **Assistant Superintendents of Schools**

**Danielle Mokaba-Bernardo, Ed.D. – Curriculum, Instruction, and Assessment**

**Richard Gallucci, Ph.D. – Pupil and Personnel Services**

**Lourenco Garcia Ed.D. - Equity and Inclusion**

### **Executive Director of Data and Accountability**

Jamie Flynn

### **REVERE SCHOOL COMMITTEE**

Mayor Brian Arrigo, Chair

Stacey Bronsdon-Rizzo, Vice Chair

Anthony D'Ambrosio, Secretary

Michael Ferrante

Susan Gravellese

Frederick A. Sannella

Carol A. Tye

Revised: **August 2021**

## **TABLE OF CONTENTS**

|  |          |
|--|----------|
| Non-Discrimination/Preamble/Principal’s Message_____     | iv-v     |
| District Contacts _____                                  | vi       |
| Core Values Statement/Accreditation Statement _____      | vii-viii |
| <b>I. ACADEMIC POLICIES:</b>                             |          |
| Academic Honor Code & Explanation Form _____             | 1        |
| Attendance_____  | 6        |
| Advisory Policy/Advisory Attendance_____                 | 8        |
| Portfolios and Service Learning _____                    | 9        |
| Community Service _____                                  | 9        |
| Graduation/Early Graduation/Promotion Requirements _____ | 12       |
| Summer School/Afternoon School/Credit Recovery_____      | 14       |
| Transferring Student Policy_____                         | 14       |
| Audit Policy_____  | 15       |
| Medical Tutoring/External Schooling _____                | 16       |
| Home Schooling _____                                     | 16       |
| Grade Point Value _____                                  | 16       |
| National Honor Society_____                              | 17       |
| <b>II. ATHLETICS POLICIES:</b>                           |          |
| Athletic Eligibility/Athletic Mission Statement _____    | 18       |
| <b>III. DISCIPLINARY POLICIES AND PROCEDURES:</b>        |          |
| Tiered Examples of Offenses _____                        | 21       |
| Due Process and Statutory Provisions_____                | 22       |
| <b>IV. HEALTH EDUCATION AND SERVICES POLICIES:</b>       |          |
| Health Education/Health Services_____                    | 26       |
| Screenings/Medications/Physicals_____                    | 27       |
| HIV/AIDS Policy Summary_____                             | 28       |
| <b>V. GENERAL POLICIES AND TERMS:</b>                    |          |
| Revere High School Substance Infraction Policy _____     | 29       |
| Anti-Harassment Policy_____                              | 31       |
| Articles Not Permitted in School_____                    | 36       |
| Assault_____   | 36       |
| Automobile Use_____                                      | 36       |
| Bomb Threats_____  | 37       |
| Building Security Protocols/Visitors to Revere High_____ | 37       |
| Bus Rules & Regulations_____                             | 37       |
| Chromebook Policy & Procedures_____                      | 38       |
| Civil Rights _____                                       | 41       |
| Community Police Model_____                              | 44       |
| Cafeteria Conduct _____                                  | 42       |
| Corridor Passes_____                                     | 42       |
| Disruptive Behavior_____                                 | 42       |
| Dress Code_____  | 42       |
| Election Rules and Regulations_____                      | 43       |
| Electronic Device Policy_____                            | 43       |
| Emergency Closings_____                                  | 46       |
| Every Student Success Act (ESSA) _____                   | 44       |
| Expulsion _____  | 44       |

|   |    |
|---|----|
| False Alarms  | 45 |
| Federal Gun Free Schools Act of 1994  | 45 |
| Field Trips   | 45 |
| Fighting  | 45 |
| Food, Beverages, Food Deliveries  | 45 |
| Fundraising   | 46 |
| Hazing  | 46 |
| I.D.'s  | 46 |
| Injury Procedures   | 47 |
| Insubordination   | 47 |
| Lockers   | 47 |
| Loitering   | 47 |
| Lost Books  | 48 |
| Military Presence @ Revere High School  | 48 |
| Notification Of Rights Under the Protection Of Pupil Rights<br>Amendment (PPRA) | 48 |
| Off Campus  | 49 |
| Off Program   | 49 |
| Photographs/Press Releases/Videotaping  | 50 |
| Residency Policy  | 51 |
| Revere High School Sports/Clubs/Activities                                      | 54 |
| School Function Guidelines/Smoke Free/Tobacco Ordinance                         | 55 |
| Safe & Drug Free Schools  | 56 |
| Sessions  | 56 |
| Social Probation  | 57 |
| Student Name Policy   | 57 |
| Student Record Regulations  | 57 |
| Student Searches  | 60 |
| Telephone Use   | 60 |
| Theft   | 60 |
| Threats   | 60 |
| Transcripts   | 60 |
| Truancy   | 60 |
| Vandalism   | 60 |
| Verbal Harassment   | 61 |
| Video Surveillance  | 61 |
| Walkout   | 61 |
| Weapon (firearm)  | 61 |

## **V. APPENDICES:**

|             |   |
|-------------|---|
| APPENDIX A: | Bullying Prevention & Intervention Plan                                 |
| APPENDIX B: | M.G. L c.71, sec 37 H & 37 H1/2   |
| APPENDIX C: | Military Consent/Denial Form (junior/senior only) <b>RETURN BY 10/1</b> |
| APPENDIX D: | Acceptable Use of Technology Policy                                     |
| APPENDIX E: | Residency Affidavit   |
| APPENDIX F: | Relevant Excerpts of 603 CMR 53.00                                      |
| APPENDIX G: | Restraint Prevention and Behavior Support Policy and Procedures         |
| APPENDIX H: | School & Home Compact   |
| APPENDIX I  | Meal Charge Policy  |

## **P R E A M B L E**

Under the laws of the United States of America and the Commonwealth of Massachusetts, every student has the right to receive the kind of education conducive to their becoming an informed and literate citizen. The Revere Public Schools must protect the right of all its students to receive an equal educational opportunity regardless of gender, gender identity, race, religion, national origin, ethnic background, color, age, sexual orientation or disability.

Protecting the rights of all students requires that the Revere Public Schools enforce regulations and policies. All members of the school community are obligated to abide by the regulations so that they and all other members of the school community may avail themselves of their rights as set forth by said laws. A basic responsibility and a part of the educational process are for all those who enjoy the rights of citizenship to respect the laws of the community and the rights of other members of that community.

## **NON-DISCRIMINATION**

The Revere Public Schools does not discriminate against any student because of gender, gender identity, race, color, religion, ethnic background, sexual orientation, national origin, or disability. All students have equal access to admission to school, courses, extracurricular activities, and student employment opportunities.

The Assistant Superintendent of Pupil Personnel Services serves as the Title IX/Chapter 622 coordinator and is available to respond to requests for information about the state and federal laws that prohibit discrimination in education.

## PRINCIPAL'S MESSAGE

Hello fellow Patriots, welcome to the 2021-2022 School Year.

We have prepared this handbook to provide you and your parent/guardian with pertinent information about how RHS operates, the systems that we use to conduct schooling, all the educational opportunities that we offer, and our expectations of students while a part of the Revere High School community. This is very important-- we are a **community**, and as such we have the obligation to listen to, care for, and support each other. This is what we expect from you, and this is what we will provide. This handbook has been slowly built and rebuilt for many decades. Changes are made each year-- an addition of a new policy or removal of an old one. There are also sections and forms that come directly from the state of Massachusetts and Department of Elementary & Secondary Education. Please make certain you carefully review it. I hope you also feel comfortable reaching out to me, or any of the RHS Building Leadership Team if you have any questions or concerns about anything included here or that may be missing. Bear in mind that a handbook is a guiding document. There are often scenarios that are not directly addressed. In those cases, we will work with all involved to best resolve the situation.

Every year brings unique situations, challenges, and opportunities. We do not live in easy times. As we continue through a pandemic that has exacerbated the social and political tension in our nation, Revere High School has challenged each in our community to better understand the complexities of race, class and gender in our school, city, and country. To acknowledge the delicate fragility of our environment and the unsustainable path that we have been on. To care for each other, and to do our part to make this a better world. We will not be perfect, but the mistakes we make will help us grow. It is my hope that this year will provide you with an opportunity to learn, share, reflect, appreciate, and shine.

Doing well at Revere High School is simple. If you come every day and engage (actively listen, communicate, care), you will succeed. If you work with us, you will learn and grow. Remember, our success is your success. Together, we will make your experience at Revere High School a rewarding and memorable one.

On behalf of our faculty, staff, and administration, I would like to welcome you to Revere High School. If this is your first year with us, or if you are returning, we at RHS are dedicated to making this a valuable experience. I wish you good luck and best wishes in working towards your goals and dreams.

Please contact the school at 781-286-8220 should you have any questions regarding the material contained in this handbook, or visit us online at [www.revere.mec.edu](http://www.revere.mec.edu)

Sincerely,



Dr. John Perella,  
Principal

District Contacts:

Title IX      Frank Shea, Athletic Director 781-286-8242

Title II, IV   Danielle Mokaba, Ed. D. Assistant Superintendent 781-286-8226

Title I      Administrators: Briana Tsoupas, 781-485-8424

Title III      Jennifer LaBolitta, English and World Languages Director 781-485-8453

MGL Chapter 76 /504      Richard Gallucci, Ed. D. Assistant Superintendent 781-286-8226

Director of STEM      Matt Costa, 781-485-8424

Director of Humanities & the Arts      Christina Porter, Ed. D. 781-485-8424

Special Education      Wes Pierce, 781-286-8240

Translations of the student handbook are available upon request. Please see the Revere High School Main Office for more information.

## **REVERE HIGH SCHOOL CORE VALUES STATEMENT**

*The mission of Revere High School is to develop all students to their full potential by providing a personalized and meaningful education in a rigorous, respectful, and safe environment. We strive to develop well-rounded, critical thinkers who become responsible and resilient citizens in a 21st century global society.*

### **LEARNING EXPECTATIONS**

- **Read critically**
- **Write effectively**
- **Communicate effectively**
- **Listen actively**
- **Use technology effectively and appropriately**
- **Demonstrate problem solving and critical thinking skills**
- **Express creative and original ideas**

### **CIVIC EXPECTATIONS**

- **Demonstrate good citizenship**
- **Practice behavior that promotes a healthy lifestyle**

### **SOCIAL EXPECTATIONS**

- **Demonstrate a willingness to resolve conflicts responsibly**
- **Demonstrate ethical behavior**
- **Respect diversity**
- **Be accountable for academic and social success**

## **ACCREDITATION STATEMENT**

Revere High School is accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliated institutions include Pre-K through collegiate institutions offering postgraduate instruction. NEASC accreditation uses self-reflection and peer review and best practices as integral components of its assessment process and monitors the follow-up endeavors leading to continuous school improvement programs.

NEASC accreditation indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the seven Standards for Accreditation of the Commission on Public Secondary Schools.

The awarding of accreditation signifies that the school has met Commission Standards at an acceptable level and is willing to both maintain those Standards and to improve its educational program by implementing the recommendations of the visiting committee and the Commission.

Accreditation by NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Continued accreditation is dependent upon a school demonstrating ongoing, reflective progress to improve teaching and learning and the support of teaching and learning.

Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administration of the school or college. Individuals may equally contact the institution.



# I. ACADEMIC POLICIES

## **ACADEMIC HONOR CODE**

### **Objectives**

The faculty and administration of the Revere Public Schools are committed to fostering honesty and integrity in our students and in our classrooms. While we maintain high academic standards for all students, we expect students to achieve those standards through honest hard work.

To assist students in understanding the importance of academic honesty and to deter dishonest behavior, we have developed a policy that clearly defines dishonest behavior and outlines the consequences of such behavior. The ultimate purpose of this policy is not to punish students, but to teach them about academic honesty, to encourage them to seek help and assistance when they are unsure of their conduct, and to guide them to always act with honesty and integrity.

### **Student Credo/Student Expectations**

As students of the Revere Public Schools we understand that success must be earned, and that true success in anything is built upon honesty and hard work. We understand that the rules of fair play must apply not only to our sports but to our studies and our relationships with others. We understand that when dishonest people win, they lose the most important part of themselves, and that their victories are hollow. Therefore, we refuse to betray ourselves, our classmates, or our teachers by cheating, stealing, or lying. In everything we do, we will conduct ourselves with honor.

### **Honest and Dishonest Behavior: Definitions and Examples**

The RPS faculty and administration strive to create an environment in which students learn collaboratively; however, there is a distinct difference between acceptable collaboration and dishonest collaboration. By definition, collaboration is ***the act of working with another individual or a group in order to reach a common goal***. Most often, when students collaborate, they also share a common grade. Acceptable forms of collaboration include studying for exams with other students and working on group projects in which every member contributes equally. Teachers are responsible for establishing the ground rules of collaboration in an assignment. Collaboration on an assignment may take place only to the extent established by the teacher.

The RPS defines cheating as ***any attempt to give or receive an unfair advantage in any academic activity***. Academic dishonesty, or cheating, takes many forms. It is important for students to be aware of behaviors that are considered dishonest and that will result in disciplinary action. Those students who knowingly provide unfair assistance to their classmates are just as much at fault as those who receive unfair assistance.

**Cheating** includes but is not limited to:

- copying another student's work with or without his/her permission
- allowing another student to copy your work
- working with another student on an assignment that the teacher has explicitly designated as "independent" work
- submitting a pre-written assignment when the assignment was meant to be composed in class
- submitting work for one class that has already been accepted for credit in another class
- exchanging verbal, physical, or technological signals during a quiz or test
- looking at another student's paper during a quiz or test
- allowing another student to look at your paper during a quiz or test

- revealing test or quiz information to a student or students in another class period with the same teacher or course
- using unauthorized study aids, notes, books, data, portable electronic devices, calculators and/or programs during a test or quiz
- sabotaging the projects or experiments of others; attempting to corrupt someone else's data
- misrepresenting laboratory data
- fabricating non-fiction stories

Because we live in an increasingly technological world in which information is easily accessed, it is necessary to constantly remind students that ***claiming credit for someone else's words, images, data, and/or ideas*** is plagiarism, and it is a serious offense. In fact, the word plagiarism comes from the Latin word *plagiarius*, a kidnapper.

**Plagiarism\*** includes but is not limited to:

- submitting as one's own an assignment that has been copied entirely or in part from another source, such as one's textbooks, another student's work, library and resource materials, computer files, or the Internet
- submitting as one's own an assignment that has been completed by a parent, sibling, or friend
- claiming credit for artistic work (a musical composition, photo, painting, drawing, sculpture, or design) done by someone else
- claiming credit for technical work (computations, graphs, diagrams, maps, laboratory data) done by someone else
- failing to document the source(s) of borrowed words, images, data, or/or ideas
- omitting quotation marks when quoting directly from a source
- paraphrasing or summarizing ideas without giving proper documentation
- "borrowing" the sequence and structure of someone else's work without proper acknowledgement

***\*For further assistance, students should refer to the RPS "Student Guide for Documenting Sources Using MLA/APA Format" as well as the "Plagiarism Policy" in the Student Handbook.***

## **Protocol for Violations of the Academic Honor Code**

### **Level 1: Teacher-Student Conference**

At Level 1, the primary goal is to resolve the honor code violation in the least disruptive, most educational manner possible. The first step in addressing academic dishonesty will be a conference between the teacher and student. This conference should take place in a timely manner, within hours or days of the perceived violation. During the conference, the student and teacher can use the Assignment Explanation Form to identify the problem and devise a correction plan.

If the student agrees to follow the correction plan and completes the plan in the prescribed time, the teacher can allot partial credit for the work if it meets the criteria established in the correction plan and assign the student a grade rather than a zero. There should be no need to advance to Level 2. The teacher keeps a record of the conference, the Assignment Explanation Form, and any follow-up of the correction plan. The teacher also submits a copy of the Assignment Explanation Form to the student's assigned Assistant Principal.

If the student does not admit to the violation in this conference, or does not agree to follow the correction plan, the case will proceed to Level 2.

If a student has demonstrated a pattern of academic dishonesty by repeatedly violating the honor code, the student's Assistant Principal may decide to move directly to Level 2.

## **Level 2: Honor Code Committee Hearing**

The teacher should fill out an Honor Code Violation Form and deliver a copy to the student's assigned Assistant Principal or Assistant Principal, along with copies of any appropriate evidence. The Assistant Principal will then ask the student to gather evidence that establishes his/her academic integrity. For example, in cases of plagiarism the student can be encouraged to produce evidence of the writing/research process, such as notes, earlier drafts, or outlines.

At Level 2, the following steps will take place

- The teacher will send a copy of the Honor Code Violation form to the student's Assistant Principal or and relevant content director
- Along with a copy of the Honor Code, a letter will be sent home to parents explaining the nature of the alleged Honor Code violation
- The Assistant Principal will convene and chair a committee of five Honor Code Committee members to hear the case

Accompanied by a parent or guardian when possible, the student will have an opportunity to present his or her case at the hearing. If the student at the Level 2 hearing cannot establish convincing evidence as to his or her academic integrity, he or she will be subject to the penalties outlined below.

## **Penalties for Academic Dishonesty**

Students should not be penalized for honesty, yet that is what happens when student dishonesty is overlooked or minimized. Therefore, fairness requires that there be real consequences for dishonest behavior. Furthermore, clear and meaningful consequences can deter students from behaving dishonestly in the first place.

The consequences of violating a college honor code can be severe, including removal from the school, and dishonesty in the workplace can not only result in the loss of one's job, but in criminal charges. At the middle and secondary levels, consequences need to be clear and meaningful, but administered with sensitivity to the students' level of maturity. When a student does behave dishonestly, the consequences can help students to appreciate the gravity of their mistakes and to learn from them.

If a student fails to establish his or her claim at Level 2, the *minimum* penalty for an Honor Code violation will be no credit/zero for the assignment. Depending on the severity of the offense, the range of additional penalties for violations to the Honor Code may include:

- no opportunity to "make up" the assignment
- subtraction of points from the student's final average
- notification of parent or guardian
- refusal on the part of the teacher to write the student(s) a letter of recommendation (Revere High School only)
- loss of membership in school organizations (for example, National Honor Society, student government, newspaper, yearbook, and so forth)
- disciplinary action by the AP, VP's or principal, including suspension or expulsion

Throughout this process, every effort will be made to respect the student's privacy. Nonetheless, a record of the violation kept by the appropriate Assistant Principal is essential to the process for these reasons:

- Students who repeatedly violate the Honor Code, from teacher to teacher, year to year, must be held accountable for their behavior;
- The record itself, permanent but confidential, should deter students from repeating their mistakes;
- Students who maintain their innocence will write a statement that constitutes their defense. In other words, the record will include both the teacher's and the student's claims.

Students who violate the Honor Code should not be publicly stigmatized in their journey through the Revere Public Schools, nor should they feel compelled to continually defend themselves to the faculty or to their peers. The chair/members of the Honor Code Committee will safeguard the confidentiality of each violation while responding knowingly to further violations on the part of the student(s).

### **Acknowledgements**

We would be remiss if we did not acknowledge and thank the authors of these sources: Revere Public Schools' "Student Guide for Documenting Sources/Plagiarism Policy"; The Center for Academic Integrity; Kate Kessler, author of "Helping High School Students Understand Academic Integrity"; Ann Lathrop and Kathleen Foss, authors of Student Cheating and Plagiarizing in the Internet Era: A Wake-Up Call; Joseph W. Gauld, author of "Cheating, Honor Codes, and Integrity"; honor codes at Milton High School, Lexington High School, Triton Regional High School, Martha's Vineyard Regional High School, the University of Florida, California State University, Georgia Tech, and Wellesley College.

**Revere Public Schools  
Middle and Secondary Academic Honor Code**

**Level 1: Teacher-Student Conference Assignment Explanation Form**

Adapted from pp. 44, 59 of *Plagiarism* by Barry Gilmore

Student Name:

---

Teacher and Course Name:

---

Date:

---

Assignment:

---

*I noticed the following as I graded this assignment:*

\_\_\_\_\_ Some passages appear to come directly from another document.

\_\_\_\_\_ Some passages seem to be very close in structure or idea to those in another document.

\_\_\_\_\_ Some citations appear to be missing or incorrect.

\_\_\_\_\_ Some bibliography entries appear to be missing or incorrect.

*The spaces below offer you an opportunity to correct any misunderstandings before I move forward with my response to this assignment.*

Please explain the process you used in your research and writing for this assignment:

---

---

Was there anything you misunderstood about the assignment or its parameters?

---

---

Description of correction plan:

---

---

*I understand that plagiarism or failure to cite sources in the future may result in more severe penalties. By signing below, I agree that there were problems with my attribution of source material on this assignment and I agree to follow the correction plan above.*

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

*I do not agree to follow the correction plan above:*

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

## **ATTENDANCE POLICY:**

### **SCHOOL ATTENDANCE AND THE LAW:**

Massachusetts General Law Chapter 76, Section 2 states that it is the duty of parents/guardians to assure that children attend school regularly. The statute defines regularly as no more than seven (7) absences in any six-month period. Revere High School recognizes the importance of attendance and its correlation to academic success. The increased requirements for graduation at Revere High School, including the successful passing of the MCAS test as defined by the Massachusetts Department of Education, demand that attendance be regular. We will work with parents/guardians/caregivers of students who are chronically absent within the guidelines articulated in M.G.L. Chapter 76.

Attendance in school and participation in class are critical components of academic achievement and the teaching-learning process. Because much of what is presented in courses is sequential, school and classroom experiences are difficult to replace if the student is absent. The richness of class discussions, the exchange of ideas with peers and teachers, the opportunity for one to defend his/her ideas, and the viewing of videos mean that even if students make up the missed work, they would have permanently lost the opportunity for increased learning and skill development. Additionally, because students tend to complete the bulk of their work in class, consistent absenteeism may prevent them from benefiting from course offerings and learning interactions (e.g., group work, presentations, and laboratory experiments) that take place daily at Revere High School. Lastly, regular attendance helps develop patterns of behavior essential to professional and personal success in life.

### **DEFINITION OF EXCUSED ABSENCES:**

Excused Absences include the following supported with proper documentation:

- a. Documented college visits (maximum of 3 days for seniors and 2 days for juniors).
- b. Documented student illness (students who are seriously or chronically ill or are ill for an extended period should be seen by a physician). \*
- c. Funeral/bereavement in the family.
- d. DESE approved religious holidays.
- e. Documented court appearance.

**Note:** Teachers will be informed if a student's absence is to be excused. It is understood that all missed work must be made up to the satisfaction of the individual teachers.

(\*) Absence due to illness may **not automatically** be considered an **excused absence**. Medical documentation for the incurred absence (s) must be timely in nature: Assistant Principals are not obliged to accept documentation submitted beyond six (6) school days of a student's return to school. **It is the sole discretion of administration to excuse absences for medical reasons.** School administration reserves the right to request additional documentation. Dates related to the same medical issue may be combined and treated as a single incident provided that medical documentation is on file with the school nurse.

1. It is the student's sole responsibility to make arrangements to make up any work on the day of return.
2. Students absent from school for three (3) or more consecutive days must report to their corresponding house offices and be re-admitted by their Assistant Principal.
3. Students may not participate in any school activity on the day of an absence or external suspension. Consequences for infraction: students participating in a non-athletic event will receive social probation; athletes will also receive a one (1) game suspension.

4. Final exams count towards a significant portion of students' overall course grades; it is, therefore, imperative that students be present for these assessments. Students cannot take a final exam early for reasons related to travel. However, under certain circumstances, students may be able to complete their exams at a different time with prior approval from administrators. Absence due to a medical incident (physician's note is required) may be an accepted reason to take an exam after the designated date/time. Exams missed due to a medical incident need to be made-up within three (3) days of the date the physician indicates the student is cleared to return to school. **Family trips and vacations are not considered excused absences.**

Students not in attendance at school MORE THAN FIVE (5) DAYS in the quarter will need to show their level of mastery or competency, in order to earn credit for that subject. Similarly, students not in attendance more than eighteen (18) days in a year-long course will also need to meet competency to avoid academic implications (retention). Extenuating circumstances may be considered when presented to the administration on the day of return.

Note: In case of prolonged absence due to medical reasons, students must meet with their Assistant Principal and teachers within five school days upon their return to create a plan through which the student can make up the missed work and earn credit.

**\* Seniors with more than 4 attendance points for Q4 will fail for the quarter.**

#### **DISMISSALS:**

1. Dismissal notes from parents must be presented to the appropriate House office **before school on the day of dismissal**. If parents cannot be contacted for verification, the student **will not** be dismissed.
2. Dismissals requested by telephone will be allowed only after the school verifies the dismissal with the parent/guardian or their designee. Dismissals due to illness will be allowed only if we are able to contact a parent/guardian who authorizes a medical dismissal.. Ill students whose parents cannot be reached will remain in the Nurse's Office until the end of the day.
3. Students will not be allowed to participate in extracurricular events that day if they miss more than half of the day's instructional time. Any dismissal from school will result in an absence from classes regardless of the time of dismissal.

#### **INCOMPLETES:**

1. Incompletes will be changed to letter grades three weeks after marks close. If make-up work is not completed, a failure (F) will be issued.

#### **TARDINESS TO CLASS:**

In order to monitor and work with students and families to improve attendance, we will be using the following system:

1. The warning bell will sound at 8:14 a.m. and the first period begins promptly at 8:18 a.m.
2. Late arriving students will be admitted to class.
3. Students arriving between one (1) and nineteen (19) minutes late to class will be marked "T0" and assigned a teacher session.
4. Students arriving between twenty (20) and thirty-nine minutes (39) late to class will accumulate one (1) attendance point and will be marked "T1".
5. Students arriving more than forty (40) minutes late to class will be marked "T2".

#### **B. Tardy to class referral procedures:**

Any student with more than 20 minutes tardy to any class will be referred to the Assistant Principal

#### **C. Chronic Tardiness:**

Students in either category A or B who are chronically tardy may be referred to the appropriate Assistant Principal for further disciplinary action. Chronic tardy to school may also be considered a class cut and appropriate academic penalties may be imposed.

### **ATTENDANCE/PROGRESS REPORTING:**

Parents can always check the current status of their child's attendance and grades in the PowerSchool Parent Portal. To create your Parent Portal account, go to the RPS website at [www.reverek12.org](http://www.reverek12.org) click on "Parents," open document #2 "Gaining Access," follow the step by step instructions.

Email your questions to: [powerschoolsupport@reverek12.org](mailto:powerschoolsupport@reverek12.org)

**Note:** You must have an email account in order to create a Parent Portal account.

### **ADVISORY POLICY:**

Teachers and administrators at Revere High School believe that improving students' relationships with teachers has important, positive, and long-lasting implications for students' academic and social development. Thus, in order to foster positive teacher-student relationships and to draw students into the learning process, students are required to attend Advisory. Advisory is designed to build community, find a sense of belonging, learn helpful life skills, receive academic advising and coaching, and build relationships with a supportive adult in school who will monitor student academics, attitude and behavior, and overall well-being throughout four years of study at Revere High School. Students will remain with their advisors during their four years at Revere High School. Advisory is a quarter-class and a graduation requirement.

Advisory is held on Wednesdays, Thursdays, and Fridays from 9:14 a.m. – 9:38 a.m. Cutting Advisory is equivalent to cutting a class.

In order to fulfill the Advisory requirement, students must successfully complete at least 3 out of 4 quarters each year for a total of 16 opportunities throughout their four years of study at Revere High School. Senior students must complete 3 quarters of this requirement during their expected graduation year.

### **ADVISORY ATTENDANCE**

Attendance during Advisory is determined by the amount of time students spend in advisory. Consequently:

- Students missing more than 5 (five) minutes of advisory will be referred to their Assistant Principal for an intervention.
- Students unable to work with their Assistant Principal and attend Advisory will result in failing advisory for the quarter.

Teachers will refer late arriving students to their appropriate Assistant Principals; excused and unexcused tardiness will be determined by the appropriate Assistant Principal upon consulting with the Advisory teacher of record. An excused tardiness to the Advisory must be properly documented -- all paperwork must be submitted within six (6) school days to the appropriate Assistant Principal (for a list of accepted excused documentations, refer to p. 8 of this handbook). Advisory teachers are expected to contact the parents or guardians of students who are excessively absent to Advisory.

Interventions resulting from infractions associated with Advisory may include parental notification, detention, or any other actions determined by the school administrators.

### **PORTFOLIOS AND SERVICE LEARNING:**



Revere High School uses multiple assessment indicators, including portfolios, service learning, end-of-course assessments, Carnegie units, projects, internships, AP exams, community service, and state exams (MCAS) to assess academic proficiency and progress for its students to ensure that they have the required college and career skills aligned with the state and national standards and 21<sup>st</sup> century education.

Portfolio and service-learning requirements are integral components of a student's academic, social, and civic development. Students will maintain an academic portfolio of work completed across the content areas that demonstrates mastery of each of the school's stated learning competencies. By the end of their senior year, all students will be required to complete and defend a portfolio and/or a service-learning project as part of their graduation requirements.

**The purpose of the portfolio is to:**

- Create opportunities for students to engage in personally meaningful ways with the Revere High School Core Values and Learning Expectations.
- Allow students to explore an area of interest in an in-depth and long-term manner that culminates in an authentic product that arises from that interest.
- Stimulate development of self-assessment skills by encouraging students to revisit and refine prior work.
- Provide a place for students to store material that could be included in college applications.

**The following are portfolio requirements necessary to satisfy the graduation requirement:**

- Students must upload 4 entries to the Student Growth website that consist of completed work from any class that demonstrates personal and academic growth, and mastery of a school-wide learning competency.
- Each uploaded entry must also include a reflection written by the student to explain why they are proud of that particular entry, and how the entry shows they grew as a learner.
- At the end of the school year, each student will be required to complete a presentation that summarizes the entries they uploaded to the Student Growth website. They will reflect on their work throughout the school year, and present their reflection to their advisory teacher and/or advisory class.

**Service-Learning Project option:**

Students also have the option of completing a service-learning project to satisfy the portfolio requirements in a given year. A service-learning project must satisfy all of the portfolio expectations as stated above and is meant to benefit the community at large. Such projects can be completed individually or with a group of students and should have a culminating outcome that will be presented to a panel of teachers, administrators, and members of the community. Assistant Principals will share information with all advisory classes regarding examples and detailed expectations for the service learning projects each year.

**COMMUNITY SERVICE:**

**Purpose:**

The purpose of the high school community service requirement is to: a) develop relationships between the school and community; provide diversified experiences for students; b) support the mission statements of the high school and the school district; c) expand district community service experiences; and d) foster self-discipline, responsibility, respect, and compassion for others. More information, including forms, on community service can be found here: [https://sites.google.com/a/rpsk12.org/Revere\\_High\\_School-community-service/home](https://sites.google.com/a/rpsk12.org/Revere_High_School-community-service/home)

Students must complete twenty-six (26) hours of community service to meet the graduation requirement. These hours may be earned through membership in community-based student activities and clubs. Hours

may also be earned through participation in out of school volunteer activities and through special projects at the high school. Accepted forms of community service are available through the Guidance Department.

**Procedures:**

Upon performing a community service act, students will complete a community service form \* and turn it to their corresponding Assistant Principals for verification and documentation purposes.

(\*) -- Each form must be signed by the adult supervisor of the activity.

Grade 9 students must have completed a minimum of **five** (5) community service hours toward their twenty-six (26) hour graduation requirement by the end of their freshman year.

Grade 10 students must have completed a minimum of **ten** (10) community service hours toward the twenty-six (26) hour graduation requirement by the end of their sophomore year.

Grade 11 students must have completed a minimum of **fifteen** (15) community service hours toward the twenty-six (26) hour graduation requirement by the end of their junior year.

Grade 12 Students must have completed the required **twenty-six** (26) community service hour requirement in order to graduate.

Students who do not complete these requirements by the end of each respective year will be placed on social probation until they do so.

**Accepted Forms of Community Service:**

Coaching sports for youth; food pantry, charity/philanthropic work; National Honors Society; Boys and Girls Club; Green Team; Salvation Army; tutoring/mentoring; working with disabled citizens; removing snow for low-income and/or disabled citizens; library work, fundraising; clothes/food drive; Sunday schools; animal shelters; homeless; nursing homes; hospitals, community organizations, and mission trips.

**Rejected Forms of Community Service:**

High school club positions, musicals, band, marching, dance (homecoming, prom), school decorating, babysitting, sports, talent show, church services, including confirmation, ushering, and choir.

**Note:** The above list is not exhaustive. The final decision on community service rests with administrators. **All community service completed at an external location must be pre-approved by the students' Assistant Principal.**

**EXTERNAL LEARNING OPPORTUNITIES:**

**DUAL ENROLLMENT**

Revere High School is committed to expanding its dual enrollment program where students earn high school and college credit simultaneously. Depending upon the college offerings, dual enrollment courses may take place at Revere High School or at the college. The ultimate goal of dual enrollment is to increase the population of high school graduates who are college ready.

All Revere High School students who want to take a dual enrollment course must complete an application, which will be signed by their Assistant Principal and guidance counselor. Approval of dual enrollment courses replacing required Revere High School courses must be approved by the Content Director and Principal/designee. The student and the guidance counselor will work to create a dual enrollment schedule to meet the student's individual needs. Students will take DE courses after school hours as a fifth credit in addition to following their traditional school daily schedules. As an alternate, students could take a DE

course after school hours and have the course put into their schedule in place of an elective. Students who elect this scheduling option will report to the Learning Commons each day. This is not an open campus option.

CDEP courses are configured into the high school GPA and weighted the same as Advanced Placement (AP) courses. Additional private institutes may offer dual enrollment opportunities at reduced fees to Revere High School students. Students will be eligible based on the requirements of the college. Transportation to and from all dual enrollment partners is the sole responsibility of the student for those courses being taken at the college(s).

The Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for Massachusetts high school students to take college-level courses at a discounted price\*and earn credit toward high school completion and their future college degrees. CDEP eases the transition from high school to college, allows students to get a Revere High School Program of Studies 2018-2019 head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience.

Student participation in CDEP is at the discretion of the participating institution of higher education, subject to capacity constraints and state appropriation. \* CDEP funded students take their first course free of charge or for a nominal fee. Subsequent course fees are set by the institution. Please contact your local public campus or Ms. Currie in the Learning Commons to find out what dual enrollment opportunities and funding is available. Access more info on CDEP here: [http://www.mass.edu/strategic/read\\_cdepstudent.asp](http://www.mass.edu/strategic/read_cdepstudent.asp)

## **INTERNSHIP**

The Revere High School Internship program provides opportunities for eligible students to learn and develop on-the-job skills related to their intended careers.

### **Importance of Internship**

- a) **Job Search Skills:** Students will gain valuable experience in resume writing, interview skills, job search processes, and many other skills that will be important to future employment searches.
- b) **Professional Development:** Students will enhance the "softer skills" required to become a successful employee, such as networking, communication skills, setting priorities and time management, as well as professional etiquette and dress. Additionally, they will have opportunities to develop writing and presentation skills.
- c) **Real World Application:** Students will learn how to apply their classroom studies to "real world problems" including understanding why they have to take the classes required at Revere High School and how they will apply them in future.

Students enter a partnership with a business and/or organization for an on-site, educational experience related to their career interest. Students will be scheduled for the equivalent of one 80 minute block per day, five days a week for a quarter (.5) and/or semester (1) and earn Revere High School College Prep credit. Revere High School quarter and semester attendance policy applies. Interns are expected to communicate with ELO coordinator and site coordinator should they be absent from school/internship. Non-traditional internships may not have space in the traditional school day schedule, but applicants should work with the External Learning Opportunities (ELO) Coordinator to arrange the non-traditional internship. Non-traditional internships may run before/after school hours or on weekends and will be equivalent to the quarter/semester hours. Non-traditional interns will be required to complete the same expectations (see below) as traditional school day interns. Student's program eligibility is dependent upon academic history, required, and/or conflicting coursework, disciplinary history, Assistant Principal recommendation,

attendance record, internship site availability, statement of interest, completed resume worksheet, and needs of the internship host site. Internships may be paid or unpaid. Students are responsible for transportation to and from the internship site.

Completed application includes: two teacher recommendation signatures, Assistant Principal signature and comments, guidance counselor recommendation signature, parent/guardian signature, attendance at pre-internship workshop to review site-specific appropriate dress, timeliness, and expectations.

Course expectations include prompt daily attendance, communication with ELO coordinator and internship site coordinator, meet bi-weekly with ELO coordinator to discuss internship expectations, final project, and overall experience, write daily journal assignments and post to Schoology, check school and personal email daily, final internship project and presentation, and any additional internship assignments through Revere High School and/or internship site.

## **GRADUATION AND PROMOTION REQUIREMENTS:**

### **GRADUATION:**

Students must fulfill all academic requirements, including passing the state exam (MCAS), advisory, and community service, as outlined in this handbook, in order to graduate from Revere High School. In addition, beginning with the Class of 2017 and beyond, all students must complete and defend a capstone portfolio project of their own design as part of their graduation requirements.

Students under disciplinary suspension during a period of time, which includes Graduation Day, are not permitted to participate in the graduation exercises, prom or any other senior week activity. There are no exceptions to this policy.

### **EARLY GRADUATION:**

A student who has completed the courses required for graduation and who has earned the necessary credits will be allowed to exit school early or attend part time while awaiting graduation. Request forms may be obtained from the guidance office and must be submitted one semester prior to the students intended completion date.

### **PROMOTION:**

One (1) Carnegie Credit is earned for each course a student passes. The course must meet five (5) times a week for a semester to qualify as one Carnegie Credit. Courses meeting less than five (5) times or less than a semester will be assigned part of a Carnegie Credit.

### **4 Year Block Schedule Requirements**

#### **GRADUATION REQUIREMENTS:**

|                      |             |   |
|----------------------|-------------|---|
| English              | 5 credits   | (English 9-12, 2 qtrs. electives)                       |
| Math                 | 6 credits   | (Integrated Math 1-2, AMDM or FST)                      |
| Science              | 4 credits   | (Biology, Chemistry, & Physics)                         |
| History              | 3.5 credits | (US History I, US History II, World History II, Civics) |
| Foreign Language     | 2 credits   |   |
| Physical Ed/Wellness | 1 credit    |   |
| Advisory (Pass/Fail) | --          |   |

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Community Service 26 Community Service Hours

|                                  |                       |
|----------------------------------|-----------------------|
| Core Distribution Requirements   | 21.5 Carnegie Credits |
| Additional Elective Requirements | <u>6.5 credits</u>    |

**Total Credits Required for Graduation: 28 credits**

Students must be enrolled in a total of 8 credits (16 quarters) each year, unless meeting requirements and approved for early graduation

**Promotion minimums:**

- **Freshman:** Must have a minimum **4 Carnegie Credits** to be promoted to **sophomore** year.
- **Sophomore:** Must have earned **12 Carnegie Credits** to be promoted to **junior** year.
- **Junior:** Must have earned a minimum of **20 Carnegie Credits** and not failed more than one year of **English** to be promoted to **Senior Year**.

**Junior Reserve Officer Training Corps (JROTC):** Students have the option to take the JROTC training class in lieu of Physical Education/Wellness (PE/W) in order to meet the graduation requirement or a combination of these two classes by having JROTC as an elective class. In order to satisfy the PE/W graduation requirement, students must remain in the JROTC program for at least two years.

**Physical Education Waiver Policy:** Students in good academic standing who are currently participating in at least two (2) interscholastic sport seasons in school may be granted a waiver to fulfill their physical education requirement. (\*) The purpose of this policy is to expand access and opportunity for students to participate in approved rigorous courses.

(\*) – Students seeking this waiver must submit a physical education waiver contract to their respective guidance counselors signed by their coaches, athletic director, guidance counselor, Assistant Principal, parent, and student verifying completion of this requirement.

**Note:** Physical education waiver forms are available for pickup in the guidance counselor's office and completed forms will be due when finalized class selection is completed.

**NON-GRADUATING SENIORS:**

Students who have completed four years of attendance and are 2.0 or more credits from meeting the graduation requirement may be allowed to return and enroll as full-time students. Students needing less than 2.0 credits will need to meet with the administration to develop an alternate educational plan.

**NON-PROMOTION POLICY:**

Any student who is retained in the same grade for two consecutive years may be **referred** to Seacoast High School until such time that significant academic improvement and credit progress is exhibited. Students who fail to make adequate progress towards graduation may be placed at Seacoast pending administrative review. Return to Revere High School will also require recommendation from the Seacoast High School Principal and a review by the Revere High School Principal.

**MCAS:**

All students will be required to pass the state MCAS test requirements as outlined by the Department of Elementary and Secondary Education to be eligible for a Revere High School diploma.

**SUMMER OR AFTERNOON SCHOOL/CREDIT RECOVERY:**

Students who find it necessary to attend summer school or afternoon school for diploma credit **must** attend a Revere High School summer/afternoon school program unless the course or its equivalent is not offered. Written permission for summer/afternoon classes outside of Revere High School must be given by Revere High School administration.

1. A student may pursue only a course that was failed. Any exceptions to this rule must have

administration approval.

2. Summer School/Afternoon School courses will be equivalent to one semester's credit.

Only students who registered for summer school and summer school activities are allowed in the building. All others will be considered trespassing unless prior administrative permission has been provided.

### **TRANSFERRING STUDENT POLICY:**

Transfer students, including in-state, out-of-state, regional, and international students entering Revere High School must be aware that accepting credits earned at another institution is the prerogative of the receiving institution. The transcript review committee (counselors) in strict consultation with the guidance director and principal is the decision-making body charged with the authority to decide on whether to accept a student's credit earned at another institution. However, the final decision on credit acceptance rests with the building principal. The decision to accept a student's credit earned at another institution outside Revere School District is contingent upon the following factors:

**Course content** -- The course for which transfer credit is sought must have an equal or greater number of credit hours and the rigor and relevance of the course required at Revere High School. Additionally, the content of the course should be analogous to the course materials covered in the curriculum. Whenever clarification or additional documentation is necessary, the evaluator will contact the sending institution in order to award the equivalent credit sought and make appropriate placement decisions.

**Transcript** -- Any transfer student entering Revere High School, including in-state, out-of-state, regional and international students must submit an official transcript(s) from all institution(s) attended. The guidance director will perform a course-by-course evaluation of the transcript(s) for articulation purposes.

**Appropriate academic level** -- Acceptance of credit also depends on the transferring student's academic standing and the level of course material studied. Remedial and developmental courses are not transferable. A satisfactory grade has to be earned for the course to be transferred.

**Accreditation** -- Revere High School will accept a student's academic credits earned at another institution providing that the sending school is a nationally/regionally accredited institution.

**Dual enrollment courses** -- Credit will be awarded to transfer students who have taken appropriate courses from regionally/nationally accredited colleges or universities and received a satisfactory grade "C" or higher on dual enrollment classes.

**Grade placement** -- Grade placement shall be the responsibility of the principal following consultation with professional staff.

**Credit/course adjustments** -- Revere High School follows a modular 4x4 schedule, which includes quarter, semester, and yearlong classes depending upon the nature of the class and the student's grade level. Transfer students, regardless of their age and/or educational attainment, are required to follow this schedule. However, under special circumstances (e.g., sending schools with semester and/or year-long classes), Revere High School will adjust the entering transfer student's course sequence and credits in order to catch up with its curriculum and course sequence requirements.

Transfer students entering Revere High School with at least 4-Quarter Classes (1 Credit) completed at another institution when a semester or quarter class is well underway at Revere High School will earn .5 credits and be assigned to Apex Online Learning (after school) for credit catch up purposes. A successful completion of the program will allow the student to accrue .5 additional credit hours and determine his/her academic progression and placement. This conversion is necessary to maintain the rigor and integrity of the curriculum offered at Revere High School regarding course contact hours and content coverage.

**Note:** The principal in consultation with professional staff, including superintendent of schools and/or the director of guidance, will review individual situations not addressed by these guidelines.

**Filing an Appeal --** Entering transfer students may submit in writing a request for reviewing the Revere High School's decision of not accepting the credits earned at another institution to the school principal.

### **AUDIT POLICY:**

Revere High School is mandated to provide English language services/support for English Language Learners. We currently offer Sheltered English Instruction (SEI) classes in most subject areas. Most English Language Learners (ELL) receiving language support will be enrolled in Sheltered English Instruction (SEI) courses with the rest of their program filled with other appropriate available courses. In an effort to achieve greater integration, increase English proficiency skills through "immersion" and to create greater exposure to content-area requirements, Revere High School will be adopting an AUDIT POLICY for ELL students.

Under this policy, ELL students will receive grades and earn credit for all SEI courses in which they are enrolled. ELL students deemed appropriate for this policy by the ESL and Guidance Departments will enter other specifically identified courses on an AUDIT basis. Audit condition does not imply "passivity;" such students, with classroom teacher modification, will be expected to demonstrate effort and involvement. The extent to which certain students are able to engage in various tasks will depend on factors such as previous education, newness of arrival to the USA, parental or sibling support, and the availability of native language peer support. As always, efforts will be made to group AUDIT students from the same language groups in the same courses if appropriate.

As pupils' English proficiencies and subject matter knowledge increases, students who have enrolled in or completed AUDIT course(s) will be awarded CREDIT for such course(s) by:

1. Successful completion of Credit Recovery Courses.
2. Passing departmental approved comprehensive examinations.
3. Repeating AUDIT course(s) for the following year.

During a student's first marking term, (regardless of date of entry), AUDIT status may be changed to CREDIT status based on teacher assessment. Administrative decision may extend the use of the audit policy to regular education students transferring in during a marking period.

### **EXTERNAL SCHOOLING:**

If the principal deems that a student is unable to attend school for psychological, emotional and/or disciplinary reasons, s/he may be assigned to external schooling (medical documentation is required). External School is a temporary program designed to assist a student's transition back to a regular high school schedule. **External schooling is not a long-term solution and is subject to approval and review by the principal.**

Unless circumstances make it impossible, external schooling will take place at Revere High School from 2:45 PM to 3:45 PM. One or more teacher liaisons will be assigned to supervise the schoolwork provided by the regular subject teachers. The regular subject teachers will grade the student in collaboration with the teacher liaison. Assignments will be provided in the four core subject areas. The external schooling may be one-on-one or in a small group setting.

A student participating in external schooling may earn credit. This credit will be earned on a 50% basis. In other words, for a successful semester of external schooling, a student would earn credit for one term. The student must pass all quarter and semester exams to get credit. If a student is absent for three or more

external schooling sessions, s/he will fail due to excessive absences.

### **MEDICAL TUTORING:**

When a student is unable to attend school due to a medical issue for at least fourteen (14) school days, he/she may be assigned a tutor. The proper **Medical Tutoring** form must be completed and verified by a medical professional then approved by the principal. The assigned tutor will work with the student as a liaison between the student and the regular classroom teacher. The student will receive one hour per week in each core subject. The student will be graded by the regular classroom teacher, based on the amount and quality of work completed by the student in conjunction with the tutor. The student must pass all quarter and semester exams to get full credit.

### **PARTICIPATION POLICY FOR HOME SCHOOLED STUDENTS:**

Parents who intend to educate their child at home must notify the superintendent before removing the child from the public school district. A parent may not begin to home educate his/her child until the superintendent or his/her liaison has approved the home education program. M.G.L. c. 76 § 1

Home-schooled students living in Revere will not be allowed to participate in interscholastic/intramural sports or student government. They will not be eligible for induction into the National Honor Society, or any other academic honor society; nor will they be eligible to receive awards for academic distinction.

Home-schooled students living in Revere, at the sole discretion of the superintendent, may be allowed to participate in some clubs, organizations, or extra-curricular activities, if their participation is deemed appropriate by the superintendent whose decision will be final. Revere Public Schools is not responsible for homeschooling. Please refer to the Massachusetts DESE for policies regarding home schooling.

## **GRADE POINT VALUE**

| <b><u>LEVEL</u></b> | <b><u>AP</u></b> | <b><u>H</u></b> |
|---------------------|------------------|-----------------|
| A+                  | 5.0              | 4.67            |
| A                   | 4.67             | 4.34            |
| A-                  | 4.34             | 4.0             |
| B+                  | 4.0              | 3.67            |
| B                   | 3.67             | 3.34            |
| B-                  | 3.34             | 3.0             |
| C+                  | 3.0              | 2.67            |
| C                   | 2.67             | 2.34            |
| C-                  | 2.34             | 2.0             |
| D+                  | 2.0              | 1.67            |
| D                   | 1.67             | 1.34            |
| D-                  | 1.34             | 1.0             |
| FAIL                | 0                | 0               |

AP - Advanced Placement  
H - Honors



## **NATIONAL HONOR SOCIETY:**

Students may become candidates for membership at the beginning of their junior year if they have maintained a scholastic average of 3.57 (B+) for their first two (2) years of high school. At the beginning of their senior year students may again become eligible for membership if they have maintained a scholastic average of 3.57 (B+) for their first three years of high school. All GPA calculations will be based on the end of the second semester of the previous year. Eligibility for consideration for membership will be based only on these year-end GPA calculations. Any change in GPA during the year will not result in an invitation for membership.

The scholastic average is determined by a Grade Point Average based on weighted scale. The 3.57 GPA average needed for eligibility to be nominated for election to the National Honor Society is calculated by averaging the weighted values for a B+ in each of the following scholastic levels a) CP1= 3.34, b) CP2 = 3.34, c) H = 3.67, and AP = 4.00. The GPA will be calculated to three decimal places and rounded to the nearest hundredth.

During the first quarter, the Society advisor will convene a meeting of the faculty council to review the students who meet the academic criteria. The council will assess the applicants on the basis of character, leadership, and service (via teacher, coach, student interviews along with student resumes). The council will approve membership in the Society.

All members must maintain qualifying standards to continue in the Society. Any member who falls below the standards will promptly be warned. Members will be allowed one (1) warning for academic standards. Should the required correction not be completed by the marking period immediately after the warning, the council will meet to dismiss the member from the National Honor Society. The council may dismiss a member without a warning for infractions of the character or leadership standards deemed to be especially egregious. Any member dismissed by the council has the right to appeal through the process outlined in the National Honor Society procedure handbook given to each member. Once a member has been dismissed, s/he will not again be eligible for membership.

### **Qualifying Standards**

**Scholarship:** 3.57 Averages

**Character:** Promptly meets academic and personal obligations; demonstrates highest standards of honesty, reliability, fairness, and tolerance; cooperates in a willing spirit with school regulations; is cheerful, friendly, and neat; has poise and stability; and upholds principles of morality and ethics.

**Leadership:** Assumes classroom leadership and organizes activities; promotes worthy and proper school activities. Is dependable in all responsibilities; successfully executes all duty positions; demonstrates initiative; and exerts positive influence.

**Service:** Involves in school and/or community affairs and performs committee or staff work; assists visitors, teachers, and students (e.g., Pride Committee).

**Note:** Selection to and membership in the National Honor Society is not determined by the Revere Public Schools but rather by National Honor Society guidelines.

## II: ATHLETICS POLICIES

**REVERE HIGH SCHOOL ATHLETIC MISSION STATEMENT:** Athletics are an integral part of the educational program and a means to accomplish the goals of education. The athletic program exists for the welfare of students and the contributions it makes to their educational experience. The interaction between individuals on the fields of sport teaches students the value of teamwork, while developing the proper competitive spirit, combined with a sense of fairness. Sportsmanship and fair play, in an atmosphere of mutual respect, are developed. Athletics are an American way of life, “the other half of education,” and an “extension of the classroom.” Participation in the interscholastic program is a privilege available to all students whose greatest rewards are the satisfactions of attainment derived by participants.

### **TO PARTICIPATE IN ATHLETICS, THE STUDENT-ATHLETE MUST:**

1. Pass at least 2 classes from the previous quarter. Any student who failed more than 1 class and engages in athletics must take part in an academic support plan directed by their Assistant Principal.
2. Adhere to school rules at all times.
3. Meet MIAA academic, age, transfer, and consecutive semester eligibility criteria as well as regulations established by leagues in which we participate.
4. Submit parental permission.
5. Submit proof of a physical examination (valid for 13 months).

If all criteria above are not met, the student-athlete will be excluded from participation in any game or practice. Complete information about athletic eligibility can be found in the Athletic Handbook which can be obtained in the Athletic Director’s office.

### **CONDUCT IN SCHOOL**

While athletics take place, for the most part, after school hours, it is still imperative that a student-athlete remember that his/her main priority is to be the best student they can possibly be. Student-athletes are seen as leaders in the school community and should act in a way that represents not only themselves, but also the team and school. Both student-athletes and their parents must be aware of the following rules:

- A. Student-athletes must be in school by 10 AM to participate in practice or a game that day. If the game is held over the weekend, then that student must be in by 10AM on Friday morning. If a student is absent on Friday they will not be allowed to play over the weekend.
- B. Student-athletes will not be allowed to participate in practice or a game that day if he/she is dismissed prior to 11:00 AM from school.
- C. If a student is suspended from school for any reason, he/she will be ineligible to participate in sports from the end of school on the day the suspension is given until the day he/she returns to school from their suspension. This also includes In-House suspensions.
- D. If a teacher or administrator issues a session to a student-athlete, serving that session takes precedence over any practice or game.
- E. Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Each student should bring a note from the teacher to his/her coach.
- F. No student-athlete will be required to attend practice on Sundays or religious holy days.

G. Only the Athletic Director in conjunction with the High School Principal can consider appeals for any exceptions to the above rules.

### **ALCOHOL/CONTROLLED SUBSTANCE/TOBACCO**

All athletes are governed by the Revere High School and MIAA controlled substance rule. The use, possession, sale/distribution of alcoholic beverages or controlled substances is forbidden by school policy, the MIAA, and state law. Students in the presence of others who are using, selling, distributing, or in open possession of these substances will be subject to disciplinary action up to and including the full application of this policy. Consequences for violating the alcohol/controlled substance policy are listed in the R.H.S. Handbook. The following are only the consequences related strictly to a student-athlete's eligibility to participate in extracurricular activities.

**First offense:** Restricted from all school events or co-curricular activities for 25% of the interscholastic schedule.

**Second Offense:** Restricted from all school events or co-curricular activities. 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 contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.

Moreover, there will be no smoking, vaping, or chewing of tobacco by participants in interscholastic athletics. Anyone found in violation of this rule will be suspended from the team for a period of two weeks. Any subsequent violation will mean suspension from the team for the remainder of the season.

### **EXPECTATIONS FOR AWAY CONTESTS:**

All team members will ride to and from a sporting event on the bus provided for them. An exception to this rule would be that prior to the departure for an event, a student-athlete delivers a parental note seeking permission for that parent to bring home his/her own child. In this instance, the players could go home with their own parents and guardians. While riding the bus each student-athlete will strictly follow the rules set forth by the bus driver. There will be no stops on the trips back from a contest, unless permission has been granted by the school administration. When at another school or athletic venue, each member of a Revere High School team will act in a way that represents the character, maturity and discipline that is at the core of our athletic mission statement.

### **GENERAL GUIDELINES FOR ALL STUDENT-ATHLETES:**

A. Student-athletes are expected to attend all scheduled practices and games unless excused in advance by the coach. Any athlete excused by the coach should bring a written reason for the absence to the coach returning to practice. Excessive absence will result in dismissal from the team.

B. Coaches may have individual team rules for their teams. These rules may be in addition to the existing athletic code.

- C. Any athlete suspended for violation of athletic rules or individual team rules is not eligible for a letter or any other athletic award.
- D. Any athlete suspended for an alcohol/controlled substance violation will be ineligible for postseason all league teams.
- E. Cheerleaders, as student-athletes, are expected to adhere to all athletic regulations.
- F. An academically ineligible student may not be involved in or participate in any team activity. This includes practices, team bus transportation, etc.
- G. Players are not allowed in any part of the building except the gym, locker rooms or accompanying corridors. Athletes are not allowed to roam the school once the coach has left and practice has ended. Once the coach has cleared the locker room all players are expected to leave via the doors by the gym. Any rough housing that occurs after practice between student-athletes will lead to disciplinary action.
- H. If a student-athlete loses a piece of equipment that has been issued to him/her, they must pay for that piece, prior to having another one issued.
- I. Any questions that the student may have should be taken to the Athletic Director for explanation or clarification. The student will always have the right to due process.

It is indeed an honor and a privilege to participate in high school sports. You are developing your athletic ability as well as your leadership skills. Each student-athlete is expected to act in a dignified and mature fashion. You will learn to win with class, and lose with dignity. You will come to respect your peers and your coaches. Remember that your actions do not only affect you, they can have a major impact on your entire team and the Revere High School community.

### **III. DISCIPLINARY POLICY AND PROCEDURES**

Revere High School is committed to providing a safe and supportive learning environment for all its students through fair and effective disciplinary practices. We have developed successful interventions that encourage students to act in a positive manner, respect others, and contribute positively to the school community. However, discipline is required when those interventions have not worked to ensure a safe and orderly learning environment.

The below offenses are divided into two tiers:

Tier 1 offenses are of a serious nature and can result, depending upon the seriousness of the offense and the student's prior disciplinary history, in consequences to include short term suspension, long term suspension and possible expulsion.

Tier 2 offenses will generally result in consequences such as detention and short-term suspension but, in cases of repeated violations, may result in long-term suspension.

#### **Examples of Tier 1 offenses**

Assault \*see pg. 38  
Bomb Threat \*see pg. 38  
Violation of Civil Rights \*see pg. 42  
Dangerous Weapon \*see pg. 61  
Disruptive Behavior \*see pg. 43  
Causing a False Fire Alarm \*see pg. 46  
Violation of Electronic Device Policy \*see pg. 44  
Violation of Chromebook Policy \*see pg. 40  
Fighting \*see pg. 46  
Insubordination \*see pg. 49  
Off Campus / Off Program \*see pg. 50  
Theft \*see pg. 60  
Threats \*see pg. 60  
Truancy \*see pg. 60  
Vandalism \*see pg. 60  
Violation of Anti-Harassment / Hazing Policy \*see pg. 32 & 47  
Violation of Bullying Prevention and Intervention Plan \*see APPENDIX A  
Violation of Revere Smoke-free School Policy \*see pg. 55  
Violation of Alcohol and Other Drug Policy \*see pg. 30  
Violation of Bus/Transportation Rules \*see pg. 39  
Walkout \*see pg. 61  
Possessing Article(s) Not Permitted in School \*see pg. 38

#### **Examples of Tier 2 offenses**

Out of Class without Corridor Pass \*see pg. 43  
Violation of Dress Code \*see p. 43  
ID Policy \*see page 47

The above is not a complete listing of every type of possible misconduct. In the event that a student engages in a type of misconduct that does not technically fall within any of the above categories, the Administration will assign the misconduct to the appropriate tier.

In all cases, when deciding the disciplinary consequences for a student, the principal or other staff member acting as a decision maker shall exercise discretion and consider ways to re-engage the student in the learning process.

### **Due Process and Procedure**

Aside from discipline that is controlled by either of the following statutes, all suspensions and expulsions of students in the Revere Public Schools, including notice and due process related thereto, are in accordance with M.G.L. c. 71, Section 37H <sup>3</sup>/<sub>4</sub>, M.G.L. c. 76, Section 21 and the regulations promulgated thereunder. Those regulations (603 CMR 53.00 et seq.) are included in APPENDIX F.

### **Statutory Provisions**

Discipline related to possession of a dangerous weapon or a controlled substance, or an assault on school personnel is controlled by M.G.L. c. 71, Section 37H. That statute provides, in relevant part, as follows:

- (a) Any student who is found on school premises or a school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing. The student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent of his appeal. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide education services to the student in an education service plan, under section 21 of chapter 76.
- (f) Districts shall report to the Department of Elementary and Secondary Education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner or form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from the districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall

investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Also, a student who is charged with a felony or felony delinquency will face discipline pursuant to M.G.L. Chapter 71 Section 37H ½ which provides:

Notwithstanding the provisions of section eighty four and sections sixteen and seventeen of chapter seventy six: <sup>[L]</sup><sub>[SEP]</sub>(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 or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster 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. <sup>[L]</sup><sub>[SEP]</sub>

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 or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence

shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

All Revere Public Schools adhere to Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School (G.L. c. 71 37H3/4.) Each school maintains an Education Service Plan under the direction of the building principal that may include tutoring, alternative placement, Saturday school or online distance learning.

For further information on Chapter 222 refer to: <http://www.doe.mass.edu/news/news.aspx?id=7127>

### **Revere High School: School Wide Education Service Plan**

All services as part of the school-wide education plan are based upon and provided in a manner consistent with the academic standards for all Revere Public Schools students. Revere High School provides the following educational service plan to long-term suspended or expelled students:

1. Placement of students at Sea Coast High School or COAST Collaborative
2. APEX and online course opportunities
3. Tutoring services at a public location in the City of Revere

### **DISCIPLINING STUDENTS ON 504 PLANS**

Section 504 of the federal Rehabilitation Act of 1973 prohibits a qualified individual with a disability from being excluded from participating in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance because of his or her disability. *See* 29 U.S.C. §794 and its implementing regulations, 34 C.F.R. 104 *et seq.* Accordingly, school personnel may not suspend a student on a 504 plan if the disciplinary removal is a substantial change in placement without first conducting a manifestation determination. A substantial change in placement occurs when the removal is for more than ten (10) consecutive school days or ten (10) cumulative days and there is a pattern of misconduct. If the conduct is a manifestation of the student's disability, the student may not be excluded. If not, the student may be excluded, but the district must continue to provide him or her with a free appropriate public education. Please contact the building principal for more information on the discipline of students on 504 plans.

### **ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS**

Special education students may be excluded from their programs for up to ten school days per school year just as any other student. If the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, however, the student's special education Team must first determine whether (1) the student's behavior was caused by, or was directly and substantially related to his or her disability or (2) whether the conduct in question was the direct result of the district's failure to implement the student's IEP. This is called a "manifestation determination." If the Team determines that the behavior was a manifestation of the student's disability or was caused by the district's failure to implement the student's IEP, the Team must (1) conduct a functional behavioral assessment and (2) develop a behavior plan or review any existing behavior plan and modify it if necessary, and (3) return the student to his or her current program unless the student's parents and the district agree to a change in placement.



If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or by the district's failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his or her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Superintendent of Pupil Services at 781-286-8226.

## **IV. HEALTH EDUCATION/HEALTH SERVICES**

### **COMPREHENSIVE HEALTH EDUCATION/WELLNESS:**

Comprehensive Health Education is taught to students in grades 10. Lessons are taught on a range of topics including human development and sexuality. The program is designed to provide students with information, decision-making techniques, refusal skills and resources that will encourage thoughtful and responsible behavior, as well as reinforce the values of home and family. The lessons will specifically cover adolescent bodily changes, reproduction, abstinence, pregnancy prevention, sexually transmitted diseases, and HIV/AIDS topics.

Before these lessons are offered, a letter will be sent home to parents describing in greater detail what will be taught. Any parent who does NOT want their child to attend the lessons should sign the letter and return it to school or, if you wish, you may send a letter to your building principal at any time requesting exemption. No student who is exempted will be penalized; an alternative assignment will be given. If you wish to view curriculum materials, you may call your child's health teacher or the Director of Comprehensive Health. Our goal is to work with parents to promote the health of all Revere's children.

### **SURVEYS:**

Occasionally, voluntary and anonymous surveys are given to students to help the school system learn about the behaviors, experiences, and attitudes of our students relating to a number of health issues, to help us to design appropriate health curricula and programs to support healthy behaviors and address student health risks. Before giving surveys, parents are notified and are able to view the surveys and decide whether their child will participate.

### **EQUITY COORDINATORS:**

Each school has an equity coordinator, a teacher who has received additional training in equity issues involving race, ethnicity, gender, gender identity, ability/disability, sexual orientation, and sexual harassment. The equity coordinator works with administrators, teachers, and students to address issues and to create an accepting school climate.

### **HEALTH SERVICES:**

A Health Room is located in each school and is staffed by a school nurse and/or a health technician.

### **EMERGENCY TELEPHONE NUMBERS:**

At the beginning of the school year, parents/guardians complete emergency cards instructing the school who to contact in the event a child becomes ill during school hours. Thus, as soon as **any of the listed telephone numbers change, immediately notify your child's floor office.**

**EMERGENCY TELEPHONE NUMBERS are most IMPORTANT.** It is imperative that parents provide and UPDATE telephone numbers where they may be reached in case of emergency.

### **DISMISSALS FOR ILLNESS:**

When a child is sent to the nurse's office, a nursing assessment will be made. If the school nurse determines that your child should be dismissed due to illness, you will be contacted. Dismissal will be allowed only if we are able to contact a parent or guardian who must report to the school and pick up the student. **Students are not permitted to walk home without parental permission.**

## SCREENINGS:

In accordance with Massachusetts Department of Public Health regulations, public school students are provided vision, hearing and postural screenings according to the following schedule:

1. Vision screening K, 1, 2, 3, 4, 5, 7, 10
2. Hearing screening K, 1, 2, 3, 7, 10
3. Postural screening 5, 6, 7, 8, 9
4. BMI screening Grades 1, 4, 7, and 10
5. SBIRT screening Grades 7 and 10

These are NOT comprehensive diagnostic tests, but rather may indicate a need for further follow-up with medical specialists.

Parents who wish their own physician to perform the vision, hearing, or postural screenings must submit a **written** statement to the school nurse at the beginning of the school year (by September 15th). Documentation of these results MUST be submitted to the school nurse prior to May 31st for inclusion in the child's medical record.

## IMMUNIZATIONS:

A compulsory school immunization law has been in effect in Massachusetts since 1967. These regulations specify minimum immunization requirements for enrollment in school and are revised periodically to incorporate any changes. The law provides for exclusion of students from school if immunizations are not up to date, but permits exemptions for medical and religious reasons. If information is missing from your child's immunization records, the school nurse will contact you.

## MASSACHUSETTS GENERAL HOSPITAL (MGH)/School Based Health Center (SBHC):

The Massachusetts General Hospital (MGH) School Based Health Center, (SBHC) is a **clinic** where students can receive physical and mental health care. The MGH SBHC works in cooperation with the student's MGH primary care physician. For students to use the SBHC parents must sign a consent form if the student is under 18 years old. Services are provided only with the parental consent except for emergency first aid. The MGH SBHC complies with all Federal and State privacy regulations (HIPAA).

## MEDICATIONS:

Whenever possible, parents should arrange for medications to be given outside school hours. However, in our efforts to assure good attendance, students who require medications during the school day must see the school nurse, who will arrange safe storage and administration of all medications, including over-the-counter drugs.

The following regulations, which comply with the State Law, must be followed for the safe administration of medications during school hours:

1. Medications must be in a pharmaceutical container properly labeled with the student's name, the medication, dosage, and the times the medication should be given.
2. Medications must be accompanied by written orders from the physician
3. Medications must be accompanied by written permission from the parent/guardian requesting that approved school personnel comply with the physician's orders. Forms available in nurse's office.

Please make the nurse is aware of medications taken by your child outside the school day so s/he can be on the lookout for side effects. Also, please be sure to update the nurse about the development of allergies or any other changes in your child's medical condition during the year. Students with asthma or other respiratory diseases may possess and administer prescription inhalers in accordance with Department of Public Health regulations concerning student's self-administration of prescription medications. See school nurse for more details.

## **PHYSICALS:**

A periodic physical examination is important for all children and adolescents. The goal is to understand and follow-up on health conditions which may adversely affect a student's well-being and ability to learn. State law requires physical examinations of school children within six months before entry into school or during the first year after entrance and at intervals of every three to four years. The Revere Public Schools has designated grades three, seven, and ten as the years in which physicals are required. If a student is unable to get a physical examination from a primary care provider, arrangements can be made with the school nurse to have the school physician perform the exam at school.

All students who plan to participate in an athletic program must have a current physical exam on file in the nurse's office. According to MIAA regulations, this exam must be completed within one year of participating in a sport.

## **HIV/AIDS POLICY SUMMARY:**

If your child has AIDS or is infected with HIV, the virus that causes AIDS, your family and your child has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. **Every school-age child has the right to a public education.** Your child, whether sick or not, has the same right to go to school, attend classes and participate in school activities and programs as any other student. Some children with AIDS or HIV have special needs. Your child has the right to a public education that deals with these special needs.
2. **Your child and your family have the right to keep their medical condition private.** Since HIV cannot be caught by everyday contact with a person who has it, you are not required to tell anyone at the school if your child has AIDS or HIV infection. You may, however, choose to tell certain people at the school so that they may offer better care and education for your child. For example, you might want the school nurse to know about your child's health, because your child may take medications or need other special care. Or you might want to tell your child's teacher. It is your decision whom to tell and when.
3. **If you tell someone at school that your child has AIDS or HIV infection, they should not tell other people without your permission.** There is a law that makes it illegal for a doctor or nurse to talk about your child's HIV infection without your permission. If another person at school tells other people about your child's condition without your permission, you have the right to sue them for violating your child's privacy.
4. **You may give people at school permission to tell certain other people that your child has AIDS or HIV by saying so in writing.** If you give your permission in writing, it would be difficult to make a mistake about whom you wanted to know about your child's health. It is in the school's interest to have a form that you sign telling them who these people are in detail. They may provide the form to sign, or you may want to write your own. People who work at the DOE and Department of Public Health can help with this procedure.

## V. GENERAL POLICIES, RULES & REGULATIONS

### SUBSTANCE POLICY INFRACTIONS

The Revere Public Schools strives to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity cannot and will not be condoned. Students involved in Revere High School Sponsored Extracurricular Activities, i.e. Athletics, Drama Club, National Honor Society, Student Council, etc. are seen as leaders in the school community and should act in a way that represents not only themselves, but also the school, which they represent. It is imperative that both students and their parents are aware of the following rules:

When making decisions about awards and honors, the school allows distinction earned outside of school to be considered for accolades, scholarships, etc. Student behavior beyond school jurisdiction can have a major impact on the determination of students held in high esteem. It is imperative that students remember that they represent the district, their school, their family, and most importantly themselves when involving themselves in less than desirable situations.

A student violates this policy if s/he possesses, uses, delivers, buys, or sells alcohol, tobacco/nicotine, alcohol/drug paraphernalia or any controlled substance in any place or vehicle under school jurisdiction and/or at any school sponsored activity regardless of location. Students in the presence of others who are illegally using, selling, distributing, or in open possession of these substances will be subject to disciplinary action up to and including the full application of this policy. Should it be discovered that students are found in violation of this policy **beyond school jurisdiction**, may be subject to the penalties and disciplinary actions associated with this policy.

In addition, any student found in the presence of someone violating this policy who does not take action to remove themselves and/or bring the matter to the attention of a school staff member violates the school's alcohol and other drug policy.

The Revere Police Department will be notified in all cases of actual possession, sale and distribution of alcohol or other drugs.

The Revere Public Schools will continue to provide, without penalties, assistance to students who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all students.

### **Revere High School (Revere High School) Protocol for Implementing Revere High School Substance Policy**

This protocol describes how Revere High School (Revere High School) will implement the Revere High School Substance Policy. All Revere High School teachers and staff will report any concern for or evidence of a Substance Policy Infraction (SPI) to the assistant principal specific to the house of the student; and all such reports will be acted on in accordance with this Revere High School Protocol for Implementing the Revere High School Substance Policy.

Revere High School assistant principals will document all suspected SPIs and inform parents or guardians. When an individual student's infraction primarily puts the student him/herself at risk, Revere High School will require the student to participate in an individual assessment, attend an after-school substance education program and may also refer the student and his/her parents to community-based therapeutic services.

If an individual student's infraction poses a risk to the school community, Revere High School may suspend the student in addition to requiring the student's participation in an individual assessment, attendance at an after-school substance education program and referring the student and his/her parents or guardians to community-based therapeutic services. Depending on the degree of risk to the community, suspension may be conditional or mandatory. Community-based services may include services offered by the Revere High School School-based Health Center (SBHC) staff, North Suffolk Mental Health staff, and Massachusetts General Hospital (MGH) Community Health Associates' Tobacco Cessation staff.

1. Student with suspected use of drugs (*i.e. marijuana, alcohol, and other drugs*) will be referred to the SBHC for evaluation of the student's physical condition. If medical treatment is warranted parents will be consulted. All students with suspected use of drugs will be referred for assessment and educational intervention. That intervention will include participating in a targeted intake with a health professional and attending a substance use informational workshop with North Suffolk Mental Health Center clinician.
2. Student identified to be *in possession of drugs (i.e. marijuana, alcohol, and other drugs) in quantity associated with personal use* will be referred for assessment and educational intervention *in lieu of* suspension. That intervention will include participating in a targeted intake with a health professional and attending a substance use informational workshop with North Suffolk Mental Health Center clinician.
3. Student identified to be *in possession of drugs (i.e. marijuana, alcohol, and other drugs) in quantity greater than what is associated with personal use* will be suspended and referred for assessment and educational intervention. That intervention will include participating in a targeted intake with a health professional and attending a substance use informational workshop with North Suffolk Mental Health Center clinician.
4. Student identified to be *in possession of any type of nicotine delivery device in quantity associated with personal use* will be referred for assessment and educational intervention *in lieu of* suspension. That intervention will include participating in a targeted intake with a health professional and attending an informational workshop with MGH Tobacco Cessation clinician.
5. Student identified to be *in possession of any type of nicotine delivery device in quantity greater than what is associated with personal use* will be suspended and referred for assessment and educational intervention. That intervention will include participating in a targeted intake with a health professional and attending an informational workshop with MGH Tobacco Cessation clinician.

After Revere High School staff-identified students with SPIs participate in targeted intake, appropriate referrals are made based on the individual assessments. In the case of frequent drug use and/or addiction

students are referred to professional drug counselors. In the case of frequent nicotine use and/or addiction students are referred to their primary care providers for further intervention.

Any student who is found selling or distributing controlled substances on school premises or at school-sponsored or school-related events may be subject to exclusion by the principal under M.G.L. c. 71, s.37H. Any student who is found selling or distributing alcohol on school premises or at school-sponsored or school-related events will be suspended and the administration will recommend the student's expulsion.

**\*Incidents of violation of the alcohol and drug policy will be cumulative through the student's high school career.**

#### **ADDITIONAL CONSEQUENCES FOR VIOLATIONS OF THE ABOVE POLICY:**

At the discretion of the principal, other consequences beyond those listed above may be recommended. The Revere Public Schools reserves the right to impose additional discipline beyond those listed should the circumstances warrant, including but not limited to the following:

1. The student may be ordered to complete a school-based community service project.
2. The student may be given referral sources for an alcohol and other drug screening/assessment with appropriate follow-up. As with all medical treatment, the school is not responsible for providing or paying for such assessments or treatment.
3. The student may be asked to meet regularly with appropriate school personnel to determine if alcohol and drug abuse issues are being addressed.
4. The principal may direct that a Child Requiring Assistance (CRA) petition be filed with the district court in situations where supervision by the Juvenile Court is indicated.

### **REVERE PUBLIC SCHOOLS ANTI-HARASSMENT POLICY:**

#### **I. General Statement of Policy**

The Revere Public Schools (RPS) is committed to providing faculty, staff, and students with learning and working environment that is free from harassment (verbal and/or physical) based on gender, gender identity, race, religion, national origin, ethnic background, age, sexual orientation, disability or homelessness. The goal is to maintain a school climate that is conducive to learning, and therefore supportive and respectful.

The purpose of this policy is not merely to provide rules to prohibit inappropriate behavior, but also to educate members of the school community as to what types of interaction are consistent with our community's sense of dignity and respect.

For the purposes of this policy, members of the school community include all administrators, teachers, all other school personnel, and pupils. It is a violation of this policy for any member of the school community to harass, in any way, any other member of the school community on school grounds, during school activities, en route to or from school, either personally or electronically. The Revere Public Schools will investigate all complaints formal or informal, verbal or written, of harassment. The Revere Public Schools will discipline, or take appropriate action against, any member of the school community who is found to have violated this policy.

It is the responsibility of all members of the school community to treat each other respectfully. In addition, all members are expected to become familiar with this anti-harassment policy and to abide by it.

#### **II. Definition of Types of Harassment and Examples**

- A. General Definition of Harassment - "Harassment" is defined as conduct that:

1. Is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or an employee's ability to undertake his/her job responsibilities, or creates an intimidating, hostile, threatening or abusive educational or work environment; or,
  2. Interferes with a student's academic performance or learning opportunities; or interferes with an employee's work, continued employment or advancement opportunities.
- Harassment of any kind, including bullying and teasing, will not be tolerated.

**B. Bullying**

**1. *Definition***

Bullying is defined as "repeated written, electronic, or verbal expressions, physical acts, or gestures which a reasonable student under the circumstances should know would or could cause: (1) physical harm, (2) damage to another student's property, or (3) a hostile school environment." Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

**2. *Examples***

- Teasing that humiliates or hurts another.
- Intimidation, either physical or psychological.
- Threats of any kind stated or implied.
- Assaults on students, including those that are verbal, physical, psychological, or emotional.
- Attacks on students' belongings.
- Refer to APPENDIX A for additional information on bullying prevention and intervention plans.

**C. Sexual Harassment**

**1. *Definition***

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and/or other verbal conduct or communications of a sexual nature. Sexual harassment can occur from adult to student, student to adult, adult-to-adult, student-to-student, male to female, female to male, female-to-female, and/or male-to-male. Sexual harassment can be based on gender, gender identity, or sexual orientation.

**2. *Examples***

- Telling sexual jokes or stories
- Making sexual comments about a person's clothing, anatomy, or appearance
- Repeatedly asking out a person who is not interested
- Telling lies, spreading rumors, or gossiping about any person's sexual life
- Whistling, catcalls, making kissing sounds, smacking lips
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving sex, gender, gender identity, or sexual orientation
- Following a person or blocking a person's path
- Drawing or displaying sexually explicit or suggestive posters, cartoons, pictures, calendars, designs on clothing, or other similar materials
- Staring or leering with sexual overtones, making sexual gestures with hands or body movements
- Indecent Exposure
- Giving unwanted gifts of a personal or suggestive nature
- Unwanted touching of people, their hair, or their clothing
- Unwanted hugging, kissing, pinching, patting, or stroking
- Assault, attempted rape, or rape

**D. Teen dating violence**



1. *Definition*

Teen dating violence is actual or threatened psychological, physical, sexual, or economic abuse of an individual by someone with whom s/he is on a date, or with whom s/he has, or has had, an intimate relationship. The specific behaviors covered by this definition range from verbal and emotional abuse, to physical assault, to rape and murder.

2. *Examples*

Any sexually harassing behaviors that occur within the context of a dating or intimate relationship context are examples of teen dating violence. In addition, the following behaviors are also examples of teen dating violence:

**Verbal/Nonverbal/Written:**

- Use of put-downs, insults, name-calling, swearing, or offensive language
- Screaming or yelling at another
- Making threats, being intimidating or getting friends to threaten or scare another

**Physical:**

- Hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, arm-twisting
- Intimidation, blocking exits, punching walls, knocking things around
- Damaging or destroying another's property
- Restraining, pinning someone to the wall, blocking someone's movements
- Stalking of an individual by someone who maintains unwanted physical proximity, though not necessarily visible, causing that individual emotional and/or physical discomfort

**E. Harassment based on race, color, national origin, religion or disability**

1. *Definition*

Harassment on the basis of race, color, national origin, religion or disability is unwelcome verbal, written, or physical conduct relating to the characteristics of a person's race, color, national origin, religion, or disability that:

- a. unreasonably interferes with an individual's educational or work performance; or
- b. creates an intimidating, hostile, or offensive educational or work environment.

2. *Examples of harassment based on race or color*

- Using nicknames that emphasize racial stereotypes
- Graffiti containing racially offensive language
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving race or color
- Racial slurs, negative stereotypes, and hostile acts based upon another's race or color
- Written or graphic material containing racial comments or stereotypes which is posted or circulated and is aimed at degrading members of specific racial or ethnic groups
- Physical acts of aggression or assault upon another based upon another's race or color

3. *Examples of harassment based on national origin or religion*

- Comments on a manner of speaking or proficiency with the English language
- Negative comments regarding surnames, customs, and/or language
- Graffiti containing offensive language which is derogatory to others because of their national origin, ethnicity, or religion
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving national origin or religion

- Threatening or intimidating conduct directed at another because of the other's national origin, ethnicity, or religion
- Jokes or rumors based upon an individual's national origin, ethnicity, or religion
- Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of specific ethnic or religious groups
- Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion.

4. *Examples of harassment based on disability*

Disability harassment includes harassment based on a person's disabling mental and/or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition.

- Imitating manner of speech or movement
- Interfering with necessary equipment
- Bullying
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving physical and/or mental disability
- Threatening or intimidating conduct directed at another because of the other's physical and/or mental disability
- Jokes or rumors based on an individual's physical and/or mental disability
- Physical acts of aggression or assault upon another because of, or related to, an individual's physical and/or mental disability
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical and/or mental disability

The above referenced descriptions of inappropriate conduct represent examples, and are not intended to serve as an all-inclusive list.

If you are unsure as to whether you have been a victim of any form of harassment, or if you have knowledge of an incident of harassment, you must contact your school principal, equity coordinator, or other appropriate school staff member with any questions that you may have.

### **III. Procedures for Reporting and Investigating Complaints**

#### **A. Reporting Complaints**

Any member of the school community who believes that s/he has been the victim of harassment (as defined above) by an administrator, teacher, pupil, visitor, or other personnel of the Revere Public Schools, or who has knowledge of any of the above, must report the alleged acts as soon as possible. A harassment complaint may be made to the principal, equity coordinator, or any other school personnel with whom the complainant feels comfortable. The equity coordinator is a member of the faculty from each Revere Public School who has received additional training to deal with issues of harassment. Each building principal shall provide the name of the equity coordinator, when such information is requested. If the report is made to someone other than the principal, it becomes the responsibility of that person to report the complaint to the principal in writing using the forms that are available in every principal's office or in the Office of the Superintendent of Schools.

If the complaint involves a staff member, the complainant should file their report with either the building principal; the Superintendent of Schools, Dr. Dianne Kelly (781) 286-8226; or the Director of Comprehensive Health, Title IX/Chapter 622 coordinator at 101 School Street, Revere, MA.

Upon receiving a complaint, whoever receives it, will immediately notify the building principal, who will oversee an investigation and who will serve as the complaint hearing officer. The building principal or

designee will address the concern in a timely manner. Within five (5) working days, the principal will forward all formal complaints to the Director of Comprehensive Health, Title IX/Chapter 622 Coordinator and, if warranted, the superintendent.

**B. Investigation**

The principal or designee will consider every report of harassment seriously and will investigate all reports in a timely manner. The Title IX/Chapter 622 Coordinator and other staff will assist the school hearing officer, as needed, in the investigative procedures and identification and delivery of all necessary services to concerned individuals.

The investigation may consist of personal interviews with the complainant, the alleged harasser, and any other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. In determining whether alleged conduct constitutes a violation of this policy, the principal or designee should consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, and the relationships between the parties involved. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. Special care will be taken to make sure that the person(s) accused of harassment has full and fair opportunity to explain his/her side of the story.

Whenever possible, the principal will complete the investigation and report within twelve (12) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. **If the allegations are sustained, the principal, or in a case against an employee, the Superintendent (or designee) must take immediate corrective and/or disciplinary action to resolve the situation.** Such action may include, but is not limited to, requiring an apology, direction to stop the offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge.

As soon as the investigation is completed, all formal records of harassment will be forwarded to the Title IX/Chapter 622 coordinator. Access to these records will be limited to the superintendent and the Title IX/Chapter 622 coordinator. Anyone who is disciplined under this procedure will have the right to appeal to the superintendent of schools within ten (10) working days of receipt of the concluding report.

This procedure does not limit an individual's ability to file a formal complaint with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148 (781) 338-3300, or with the United States Office for Civil Rights, John W. McCormack Post Office & Courthouse, Boston, MA 02109, (617) 223-9669, or within six (6) months, with the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Rm. 601, Boston, MA 02108, (617) 727-3990.

Alleged abuse by a parent, guardian, school staff, or other caretaker will be reported to the Department of Social Services according to school policy and procedure. If allegations warrant, the local law enforcement agency will be notified.

**C. Confidentiality**

The Revere Public Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the complainant, the individual(s) against whom the complaint is filed, and all witnesses will be respected as much as possible, consistent with legal obligations to investigate.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the principal will notify the parents and/or guardians of the allegations in a timely manner using appropriate discretion in the notification.

#### IV. Provision against retaliation

**Retaliation against a complainant or witnesses will not be tolerated.** The Revere Public Schools will discipline or take appropriate action against any student, teacher, administrator or other school community member who retaliates against:

- any person who reports alleged harassment
- any person who testifies, assists, or participates in an investigation of harassment
- any person who testifies, assists, or participates in a proceeding or hearing related to an allegation of harassment

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

#### V. Dissemination of policy

This policy will be included in all handbooks (faculty and student) and will be made available in all main offices. Faculty members, parents and students will be informed of this policy annually. Faculty members will be trained in the identification and prevention of all of the types of harassment discussed in this policy. Students (K-12) will receive age-appropriate anti-harassment training.

#### **ARTICLES NOT PERMITTED IN SCHOOL:\***

1. Knives and other sharp instruments
2. Firearms, firecrackers, etc.
3. Any weapon or tool that may inflict bodily harm
4. Gambling devices
5. Pets/animals
6. Smoking materials, chewing tobacco, vaporizers
7. Drug Paraphernalia
8. Graffiti/Tagging Materials
9. Laser Pointers
10. Any other items that will violate school policy.

\*This does not purport to be a complete list of items not permitted in school. These articles will be confiscated from students and appropriate discipline may be assigned.

#### **ASSAULT:**

1. **One-sided student on student attack:** suspension, police notification and possible recommendation to the school committee for expulsion.
2. **Assault with a weapon:** If the weapon is a “dangerous weapon” within the meaning of c.71, sec. 37H, the student will be subject to expulsion by the principal.
3. **Endangerment:** Any actions that endanger students or staff may be considered to be assault.

#### **AUTOMOBILE USE:**

1. High school students may park a vehicle in the high school parking lot during school hours
2. Violations of vehicle use (i.e., exceeding the speed limit, driving to endanger, driving the wrong way on a one-way area, off-campus via a vehicle, illegal parking) will result in revocation of permission to drive or park on school property and police will be notified.
3. Students may be suspended for continued use of vehicle on school property after having been prohibited to do so.
4. This offense will be treated as trespassing with the corresponding penalty, including arrest.

5. Vehicles parked illegally will be subject to Revere Police Department ticketing and may be towed at the school's discretion.

### **BOMB THREATS:**

Students who make a bomb threat, or similar threat to the safety of the school, may be suspended or expelled, and will be referred to police and fire officials with recommendation for prosecution.

### **BUILDING SECURITY PROTOCOLS:**

1. Guest speakers, alumni students, college, or students from other schools cannot be invited into the building without the principal's/designee's approval.
2. Upon receiving clearance from the competent authority, visitor (s) must be escorted by the receiving party (e.g., teacher, librarian, social worker, guidance, or administrator) to their destination.
3. Students are not allowed to bring friends, colleagues/peers from other schools or colleges without administrators' approval. Such approval must be sought by the teacher of record.
4. Teachers, staff, and students must be vigilant and report to school administrators any suspect (s) they see either in their classrooms or in the building.
5. Classroom visitations or observations require advanced permission of the building principal or his designee. Once permission has been granted, teachers and staff must submit a list of approved visitors to the security desk 24 hours prior to the scheduled visit.
6. All visitors will be required to check in with the stationed hall monitor who will enter the name of the visitor in the log book in the lobby and issue a visitor identification sticker. **THE HIGH SCHOOL IS NOT OPEN TO THE PUBLIC. MGL 272, S.40**
7. Revere Public School employees will be required to sign in with the stationed hall monitor at the desk in the lobby area using their school issued ID as their visitor pass.
8. Students, faculty, and staff will continue to enter the building through the main entrance door from 6:00 a.m. – 8:40 a.m.
9. The main entrance door will be locked at 8:40 a.m. Late arrivals, including students, parents, and the public are permitted to enter the building after proper identification through the buzzing system.
10. The East Wing door will remain open from 7:00 a.m. – 7:40 a.m. with a hall monitor stationed at the door. Students, faculty, and staff will be required to exhibit their IDs in order to enter the building. The East Wing door will be promptly locked after 7:40 a.m. No one will be allowed to leave or enter the building through this door. Before leaving the building, teachers must obtain approval from the principal or Assistant Principal and sign out in the main office.

### **BUS RULES AND REGULATIONS:**

Riding the school bus is a privilege afforded students who live 1-1/2 miles or more from school. It is imperative that the Revere Public Schools, the transportation company, the parents and the students bear equal responsibility for the safety and promptness of school transportation. Buses are considered an extension of school grounds. School rules and regulations apply. Additionally, bus privileges may be revoked at school administrators' discretion. Rider misbehavior compromises the safety of the ride. Therefore, it is necessary to list the rules for school bus safety.

1. Students must be at the bus stop on or before the appointed "pick up" time.
2. Students are not to push or shove while boarding the bus.

3. Students are to be seated immediately after boarding and remain seated during the entire trip.
4. Students must keep hands and arms inside the bus and away from the windows.
5. Nothing is to be thrown inside the bus, or from the bus.
6. The aisles must be clear at all times.
7. Students must obey all instructions given by the driver.
8. Vandalism of a school bus will be dealt with in accordance with the policies governing vandalism in general. (SEE VANDALISM)
9. Smoking, vaping, eating, shouting, drinking, swearing, and fighting are prohibited on the bus.
10. Upon arrival at school, students must wait for the bus to come to a complete stop before leaving their seats. Students are to exit in a single file. Shoving will not be tolerated.
11. Drivers will determine, and report misbehavior and infractions of the rules committed by the riders.
12. Revere High School Students must wear I.D. badges to board the buses.

### **CHROMEBOOK POLICY AND PROCEDURES:**

Revere High School teachers and administrators believe that excellence in education requires a seamless integration of technology into the curriculum and instruction and that Chromebooks constitute an innovative and powerful tool to increase students' access to technology and prepare them for college and the 21<sup>st</sup> century workplace.

**Chromebook Goals:** a) to support the implementation of the local curriculum and common core learning standards, b) to enhance learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, and critical thinking, and c) to promote life-long learning.

#### **Acceptable Usage:**

In the interest of consistency and proper management of Chromebooks, students using Chromebooks and other authorized digital learning devices at Revere High School must accept the Chromebook Usage Policy. The use of Revere High School's technology resources is a privilege, not a right. The privilege of using the technology resources provided by Revere High School is not transferable or extendable by students to people or groups outside the district and terminates when a student is no longer enrolled in Revere High School. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the user terms and conditions outlined in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Revere High School Student Code of Conduct shall be applied to student infractions. Teachers have the prerogative of setting additional requirements for Chromebook and other digital device usage in their classrooms.

**Note:** Violations may result in disciplinary actions up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

#### **Parent/Guardian Responsibilities:**

1. Talk to your child about values and the standards that your child should follow on the use of the internet, just as you do on other social media information sources (e.g., television, telephones, movies, and radio).
2. You may opt out of having a Chromebook. However, bear in mind that this action may prevent your child from benefiting from learning opportunities that the Chromebook offers. Should you opt out, your child will still be responsible for completing his/her Chromebook assignment, which could take him/her longer.

#### **School Responsibilities:**

1. Provide internet and email access to your child.
2. Filter or block inappropriate or harmful materials transmitted via the internet.

3. Provide network data storage areas. Revere High School reserves the rights to review, monitor, and restrict information stored on or transmitted via Revere High School-owned equipment and to investigate inappropriate use of resources.
4. Provide staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.

**Students are Responsible for:**

1. Using computers/devices in a responsible and ethical manner.
2. Obeying general school rules concerning behavior and communication that apply to Chromebook/related digital learning devices.
3. Using all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, loss of data resulting from delays, non-deliveries, misdeliveries or service interruptions caused by the student’s own negligence, errors, or omissions.
4. Contacting school administrators about any security problems they may encounter.
5. Turning off and securing their Chromebook after finishing with their work to protect their work and information.
6. If a student should receive an email containing inappropriate or abusive language or if the subject matter is questionable, he/she is asked to print a copy and turn it into the Office.
7. Returning their Chromebooks to the Learning Commons at the end of each school year. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Revere High School for any other reason must return their individual school Chromebook computer on the date of termination.

**Note:** Unreturned Chromebooks will be treated as unreturned books and related instructional materials to school, which means that students will be put on social probation. Students on social probation will be precluded from participating in school functions, activities, social events, including graduation. Grades, transcripts, diplomas or any other records will be withheld until the Chromebook is returned to school.

**Student Activities Strictly Prohibited:**

1. Illegal installation or transmission of copyrighted materials.
2. Taking any action that violates existing school policy or public law.
3. Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
4. Using chat rooms, sites selling term papers, book reports, and other forms of student work.
5. Using messaging services, for example: MSN Messenger, ICQ, and playing internet/computer games
6. Using outside data disks or external attachments without prior approval from the administration.
7. Changing Chromebook settings (exceptions include personal settings, such as font size, brightness, etc.)
8. Spamming-Sending mass or inappropriate emails.
9. Gaining access to other students’ accounts, files, and/or data.
10. Using the school’s internet/email accounts for financial or commercial gain or for any illegal activity.
11. Using anonymous and/or false communications, such as MSN Messenger, Yahoo Messenger.
12. Giving out personal information, for any reason, over the internet. This includes, but is not limited to, setting up Internet accounts including those necessary for chat rooms, Ebay, email, etc.
13. Participating in credit card fraud, electronic forgery, or other forms of illegal behavior.
14. Vandalizing (any malicious attempt to harm or destroy hardware, software, or data including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) school equipment.

15. Transmitting or accessing materials that are obscene, offensive, threatening, or otherwise intended to harass or demean recipients.
16. Bypassing the Revere High School Web filter through a Web proxy.

### **Chromebook Care:**

Students are responsible for maintaining their individual Chromebooks and keeping them in good working order.

1. Chromebook batteries must be charged and ready for school each day.
2. Only labels or stickers approved by Revere High School may be applied to the Chromebooks
3. Students will use mandatory school provided cases (or cases officially approved by the school) or face progressive discipline measures.
4. Chromebooks that malfunction or are damaged must be reported to the Learning Commons. The school district will be responsible for repairing malfunctioning Chromebooks.
5. Students will be responsible for the entire cost of repairs to Chromebooks that are damaged intentionally.
6. Students will be responsible for regularly syncing with iCloud prior to submitting Chromebook claims; any unsaved data will be wiped out/removed.
7. Chromebooks that are stolen must be reported immediately to the Office and the Police Department.

### **Damaged or Lost/Stolen Chromebooks:**

**Category 1:** The machine is exhibiting a technical failure due to software or hardware malfunction OR the device is no longer viable due to age. (**This determination requires an assessment of the device by one of our colleagues in the IT department**)

Response: The machine must be returned and will be replaced at no cost.

**Category 2:** The machine does not work because it was not appropriately cared for, accidentally broken, or intentionally broken

Response: The machine must be returned and will be replaced at a cost of \$250

**Category 3:** The machine is reported to have been lost or stolen:

Response: The machine will be replaced at a cost of \$250

We recognize that the replacement costs will be a stretch for some families. They can pay in installments if that is helpful to them. Principals/APs can work this out with each family. At least one initial payment (check or money order for now – Matt is working on our ability to accept credit/debit cards) should be given at the time the new device is retrieved. Families will send/drop off their payments to the school. The principal or their designee will record the payment and then pass it on to Marie Namey who will process the payment from there with the business office.

### **Legal Propriety:**

1. Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
2. Plagiarism is a violation of the Revere High School Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music, and text.
3. Use or possession of hacking software is strictly prohibited and violators will be subject to penalties in the Revere High School Student/Parent Handbook. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.



### **Chromebooks Left in Unsupervised Areas:**

Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include the school grounds/premises, lunchroom, computer lab, locker rooms, Learning Commons (LC), unlocked classrooms, dressing rooms, and hallways. Any Chromebook left in these areas is in danger of being stolen.

### **CIVIL RIGHTS:**

Students have the right to be free from discrimination including verbal or physical attacks based on gender, gender identity, race, religion, national origin, ethnic background, color, age, sexual orientation, or disability. Any student who violates another student's or students' rights to be free from discrimination will be subject to disciplinary sanctions which will vary, depending on the seriousness of the offense, from sessions up to and including expulsion. Particularly serious violations will also be referred to the police.

### **CAFETERIA (CONDUCT IN):**

1. Students have the option of eating in the cafeteria or the outside cafe during lunch. They may also go to the Learning Common during lunch. However, no food or drink is allowed in the Learning Common.
2. Hot lunches may be purchased in the cafeteria, or students may bring lunch from home.
3. Students are expected to clean their table area before leaving the cafeteria; dropping or throwing food in the cafeteria is not permitted.
4. Due to high levels of allergies, trading or giving any food away in the cafeteria is not permitted.
5. Students may use the lavatories outside the cafeteria area near the first-floor office. No loitering will be allowed in the area and students will return directly to the cafeteria, Learning Common or outdoor cafeteria afterward.
6. Except for the Cafeteria, Learning Common or Outdoor Cafe all areas of the school are off limits during lunchtime. Students at lunch are not allowed to go to their lockers.
7. Gambling games, including role playing dice and playing cards will not be permitted during lunch.
8. Students will be allowed to use cellular phones during lunch period but must do so responsibly.
9. Students must carry their IDs in order to purchase lunch in the cafeteria.
10. Students must treat all cafeteria personnel with courtesy and respect.

### **CORRIDOR PASSES:**

1. Students are not to be in the corridors during class time without a **corridor pass** from an administrator or teacher.
2. Students who wish to see their guidance counselor, social worker, school psychologist, or class Assistant Principal must make an appointment and obtain a pass.
3. Students found to be on the wrong floor, or in an area other than that specified on the corridor pass, will be **off-program** and will incur the corresponding intervention.

### **DISRUPTIVE BEHAVIOR:**

Any actions that disturb lessons, classes or disrupt the educational process in the school building or during school-related functions.

### **DRESS CODE:**

Students must wear clothing and footwear consistent with maintaining a healthy, safe, and productive learning environment. Examples of prohibited clothing include, but are not limited to, those items that contain advertising for liquor, tobacco, weapons, or drugs, or any items that depict language or images that are obscene, defamatory, or violent. Additionally, to ensure a safe and efficient evacuation of the building in emergencies, all footwear must be secured with backs and/or straps.

No student shall wear headgear of any sort in the school building except for religious, purposes, as directed by school personnel for safety purposes, for special events or activities or where permission is given by the appropriate administrator. The administrator reserves the right to confiscate all headgear for the remainder of the school year.

The school reserves the right to send students home when their manner of dress is deemed a distracting influence or a danger to the health and safety of others or to themselves. Intervention may vary depending on the situation, In order for their child to remain in school and attend classes, a parent/guardian will be contacted so that they can bring an appropriate change of dress for the student. **Final judgment on the appropriateness of a student's attire belongs to the school administration.**

### **ELECTION OF CLASS OFFICERS:**

1. Candidates must not have received an “F” in any subject, including advisory or more than one “D” in any subject, as a final grade in the semester and quarter preceding their candidacy, and continue to meet grading standards for extracurricular activities during each marking term.
2. Student leaders will be required to sign a letter of commitment to uphold school and civil laws.
3. Any form of hand-outs or give-a ways is prohibited during the campaign, e.g. candy, balloons, etc.
4. There is no maximum number of signs a candidate may post. Each candidate must remove his/her own signs by the second school day following the particular election.
5. No sign (poster, logo, or arrangement) will be larger than three feet by three feet (3’ x 3’).
6. No gummed stickers may be placed on walls and/or lockers.
7. No cellophane tape may be used to affix a sign to any surface.
8. The class advisor must approve any and all posters. All signs must meet standards of good taste, decency, good grammar and spelling.
9. Candidates may place election signs anywhere in the building except where prohibited below:

**All administrative offices and classrooms**

**Auditorium and auditorium lobby**

**All ceilings and floors**

**All glass surfaces and windows**

**Exterior of the school building and grounds**

**Posted on-line through the school’s network/system**

Teachers and other staff members will in no way become involved with the election process, except as otherwise provided in the Revere High School Constitution. A copy machine will be made available for student use at specific times to be announced by the respective class advisors.

### **ELECTRONIC DEVICE POLICY:**

Students may have silenced mobile devices (e.g., cell phones, laptops, wireless tablets, smart phones, personal digital assistant, digital cameras, and Chromebooks) on their person during the school day.

Students may use digital devices, including laptops, wireless tablets, Chromebooks, and related personal data assistants in class and other educational settings (e.g., library, field trips) for instructional purposes providing that they have permission from their classroom teachers to do so. All non-instructional use of cellphones during class time is strictly prohibited. Students are allowed to make cellphone calls within administrative offices and in the cafeteria.

Unless otherwise stipulated, the use of cellphones and other electronic devices is strictly prohibited during examinations, including state testing. On testing days, these items must not be visible – they should be left at home or turned off. The proctor/ teacher will collect all electronic devices, including cellular phones, from students, tag them with the student's name for identification, place them in an envelope, and return

them to the Assistant Principal's office once testing is completed. Students must turn their devices off prior to collection.

Students who use cellular phones or other mobile devices in a manner that is inconsistent with this policy may be referred to the Assistant Principal for progressive discipline. The electronic device will be confiscated and returned to the student at the end of the school day.

**Note:** Revere Public Schools/Revere High School does not assume any responsibility for any items lost or stolen.

### **EMERGENCY EVACUATION/EMERGENCY SCHOOL CLOSINGS:**

Revere High School has a comprehensive Emergency Management Plan in place, which outlines procedures for Stay in Place, Evacuation, Lockdown, and External Lockdown. Teachers, staff, and administrators periodically review these procedures in order to ensure the safety and wellbeing of all students. In the event of an emergency school evacuation that requires students to be moved to an alternate site, parents should check the following sources for information: The Superintendent's Twitter @RPS\_Super, Revere Educational TV (Channel 10), and either WRKO (680 AM), or WBZ (1030 AM). Whenever possible, parents will be notified by phone using the RPS emergency communication system.

School will be dismissed ONLY in extreme circumstances. Releasing students early in the event of inclement weather is a decision made by the superintendent of schools in consultation with the department of public works, the fire department, the police department and the bus company. Safety is the primary criterion used in arriving at the decision. Announcements of school closings, delayed openings, and/or early dismissals will be made via social media, calls homes, and the following radio stations: WRKO (680 A.M.); WBZ (1030 A.M.); WROR (105.7); WMJX (106.7); and TV Channels 4, 5, & 7.

### **EVERY STUDENT SUCCESS ACT (ESSA):**

The Revere Public Schools makes every effort to assure that all teachers meet the **ESSA** guidelines to be fully certified "full state certification" as a minimum requirement for entry into the classroom to ensure that all teachers are "profession-ready." Parents/guardians of students attending Title I schools have the right to be informed of their children's teachers' educational background, including completion of state requirements for licensure, and also information about the qualifications of paraprofessionals working with their children. This information is available at the office of the Superintendent of Schools.

ESSA is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

### **EXPULSION:**

As noted above, a student will be subject to expulsion by the high school principal for the misconduct described in M.G.L. c.71, Sections 37H and 37H1/2. Conduct violations of those Sections will be treated in accordance with the procedures described in those Sections.

In addition, under M.G.L. Ch. 76, § 71, the administration may request that the School Committee consider a student for expulsion for appropriate reasons. Such reasons include but are not limited to (1) a particularly egregious violation of the High School's rules; or (2) a chronic pattern of violations of the discipline code.

When the administration has determined that a student should be expelled from Revere High School for misconduct (other than the types of misconduct described in M.G.L. c. 71, Sections 37H and 37H1/2), the administration will ask the School Committee to convene a hearing to consider the student's exclusion. A

school committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving him/her and his/her parent or guardian an opportunity to be heard. The student will ordinarily be suspended for the period leading up to the expulsion hearing.

Prior to the hearing, the student and his parents shall be provided with written notice of the charges against him/her. The student will have the right to be represented at the hearing by a lawyer or advocate (at the student's expense). Following the hearing, the School Committee shall provide the student with a prompt, written decision, including specific grounds for the decision.

### **FALSE ALARMS:**

Students who tamper with an alarm device or pull an alarm falsely will receive up to ten (10) days suspension. Police and fire officials will be notified and the student recommended for expulsion.

### **FEDERAL GUN FREE SCHOOLS ACT OF 1994:**

Section 14601 of the Improving America's Schools Act, requires states to enact legislation which provides that a student who is determined to have brought a FIREARM to school will be expelled from school for a period of not less than one year and referred to the criminal justice or juvenile delinquency system. Only the superintendent of schools can modify the expulsion requirement on a case-by-case basis.

### **FIELD TRIPS:**

1. Students attending field trips must use transportation provided by the Revere Public Schools.
2. Only students who are eighteen and have been granted permission from school administrators may use private vehicles for transportation on field trips. Students who do not meet these requirements yet still use private vehicles will be considered insubordinate and subject to up to five (5) days suspension and/or will not be allowed to attend field trips for the remainder of the school year.

Students at the high school level will seldom need to have medically trained staff accompany them during a field trip. Students at this age usually are well informed and competent enough to address their medical issues (asthma, diabetes, etc.).

However, in the event of an emergency during a field trip, staff should have any medical information documented on the student's permission slip. To this end, completed permission slips must be submitted to the Revere High School nurses' office at least **one week** prior to any field trip to provide adequate time to look over student health records and review the information with teachers when indicated.

### **FIGHTING:**

1. Fighting is not tolerated at Revere High School. Fighting may lead to emergency removal or suspension. Police may be notified. Possible recommendation to the school committee for expulsion.
2. Repeated offenses or failure to comply with staff interventions will result in additional days of suspension (administrative decision). Police may be notified of all occasions of fighting, and charges may be brought for disturbance of a public assembly and disorderly conduct.
3. Any student who records a fight without bringing it to the immediate attention of a school administrator will be subject to disciplinary consequences, including suspension.

### **FIGHT PROVOKING:**

Any student who, by word or action, is determined to have provoked or instigated a fight involving themselves or others will receive a 1-5 day suspension.

**Incidents of threats, fighting, and assault will be cumulative through the student's high school career.**

### **FOOD AND BEVERAGES:**

With the exception of plastic bottled water only, NO FOOD OR BEVERAGE IS ALLOWED TO BE

CONSUMED OUTSIDE THE CAFETERIA. Violation will result in confiscation and disposal. Repeated offenses may result in further disciplinary action. **This includes coffee, frozen drinks and ice cream.**

### **FOOD DELIVERIES:**

Revere High School is a closed campus. No one is permitted to leave school grounds during the day without an appropriate reason. A quality lunch is provided for all students. Students should not order food for delivery to Revere High School. If a student violates this policy food will be confiscated. We discourage delivery of flowers, candy and non-school related materials during the day.

### **FUNDRAISING:**

There are to be no door-to-door fundraising activities operated by the Revere Public Schools. None of our schoolchildren are to be taking part in so-called “canning” or door-to-door canvassing to sell products endorsed by the Revere Public Schools. Clubs, activities, or parental organizations not sponsored or directly supervised by Revere High School may not use the name of Revere High School or the Revere School System for fundraising.

### **HAZING: M.G.L. c. 269, secs. 17, 18 and 19:**

#### **Crime of Hazing**

Sections 17, 18 and 19 of M.G.L. c.269 set forth the statutory prohibition of hazing and the criminal penalties for that offense. The high school’s penalties are set forth at the end of Section 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 weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment, or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision 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 issue copies of this section and section seventeen and eighteen to unaffiliated groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Sanction: 5-10 days suspension and up to one-year social probation.

### **IDENTIFICATION BADGES:**

Students will be issued identification badges and must wear them on neck lanyards with the badge visible when in the building and for entrance to classrooms. **IDs are required for students to obtain breakfast and lunch.** Students must have a photo ID to use the Learning Commons after school. Students not wearing

proper Revere High School identification badges may be subject to disciplinary action for insubordination. Anyone in the school without an identification badge will be considered to be an intruder and may be charged with trespassing. Unauthorized use or reproduction of an identification badge will result in a disciplinary hearing with the administration. Defacing, destroying or altering assigned badges will be considered acts of vandalism and restitution will be required. Lost or destroyed badges will be replaced at a cost of \$3.00. Replacement lanyards are available for fifty cents.

### **INJURY PROCEDURES:**

Whenever any pupil becomes injured in school or on school grounds, that pupil should immediately inform the nearest teacher. If an injured pupil is not able to report an accident, the first pupil to learn of the accident should notify the nearest teacher or the office.

### **NO ONE SHOULD EVER ATTEMPT TO MOVE ANYONE WHO HAS BEEN INJURED.**

In the event of a life-threatening injury/illness, your child will be transported by ambulance to an emergency medical facility.

### **INSUBORDINATION:**

1. It is expected that students will follow the directions given by any Revere High staff member. For example, students are required to identify themselves upon request; to proceed to the deputy principal's/Assistant Principal's/Assistant Principal's office if so directed, to follow teacher's instructions, to refrain from using profane or abusive language.

### **LOCKERS:**

While students are permitted the use of lockers and other receptacles for storage, those lockers are considered the property of the school. Master keys (or locker combinations) for all lockers are retained by the administration. Students are prohibited from keeping forbidden items including but not limited to alcoholic beverages, illegal drugs, weapons, explosives or fireworks in their lockers. The administration retains the right to inspect all lockers on a periodic basis to ensure compliance with that rule. Periodic inspections may utilize trained dogs to help determine whether illegal or prohibited items are present. Moreover, the administration will inspect a student's locker at any time that it has reasonable cause to believe that any of those forbidden items and/or any stolen property are being stored in a locker.

1. Students are advised that lockers are **not safe** for storing valuables. Revere High School is **not** responsible for articles lost or stolen from lockers. Students will be issued a lock and may not attach their own personal locks to their lockers.
2. Lockers are **"lent"** to students and may be opened by school authorities at any time.
3. Students opening or closing lockers by kicking them may be suspended for vandalism.
4. **STUDENTS ARE TO OCCUPY THE LOCKER THEY ARE ASSIGNED AND ARE NOT TO SHARE LOCKERS WITH OTHERS.** The student to whom the locker is issued is responsible for damage to the locker and for all contents of the locker. Be certain the contents are yours.
5. At the end of the school year, all lockers will be emptied. Revere High School will not be responsible for any personal belongings left in lockers at the end of the year.
6. Students are responsible for the replacement value of any Revere High School locks that have been distributed.

### **LOITERING – REVERE CITY ORDINANCE: OBSTRUCTING SIDEWALK OR STREET:**

No person shall stand in any street, sidewalk or public place in such a manner as to obstruct the free passage of foot travelers thereon or be or remain upon any sidewalk or street in such a manner as to interfere with the safety, comfort or convenience of the public. Nothing in this section shall be construed to curtail, abridge or limit the rights guaranteed by the constitution of the commonwealth, or any statute there under

or limit the right or opportunity of any person to exercise the right of peaceful persuasion guaranteed by General Laws, Chapter 149 (Section 24).

Consequences for loitering on school grounds including areas adjacent to school property (sidewalks or streets) will range from in-school suspension (ISS) to out-of-school suspension (OSS). Repeated violations will require a parent conference and police intervention when students fail to cooperate with school authorities.

**LOST BOOK POLICY (LOST OR DAMAGED SCHOOL PROPERTY):**

1. Students who lose or damage any school property issued to them must reimburse the school for the loss or damage by making full restitution.
2. Students must physically return any book issued to them to the issuing teacher. The book must have the same number initially issued to the student in order to receive credit for the book.
3. Students with outstanding obligations will be placed on social probation until the obligation is met.

**MILITARY PRESENCE AT REVERE HIGH SCHOOL:**

1. Each branch of the military can register to attend any college/career fair during the school year.
2. Each branch of the military can register to visit Revere High School once per month from October through May, for up to a two-hour visit, date and time at the discretion of the building principal.
3. Visits may include dissemination of literature, presentations, questions and answer discussions. Individual meetings with students may not take place during the school day or on school grounds.
4. Under the federal "No Child Left Behind" Act, public high schools must give the names, addresses and telephone numbers of students to the U.S. Military if the recruiters request the information. However, students or their parents have the right to instruct the school in writing that this information is not to be released to either the military or colleges or both.
5. **FOR JUNIORS & SENIORS ONLY:** If you do **NOT** consent to the release of this information fill out the form found in APPENDIX C clearly and completely and return it by October 1<sup>st</sup> to the students HOUSE Office.

**NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)** PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

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 student's parent; or
8. Income, other than as required by law to determine program eligibility.

·*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

·*Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

**Revere Public Schools has developed and adopted** policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **RPS** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **RPS** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **RPS** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

### **OFF-CAMPUS:**

1. Students, who leave the building during any part of the school day, **including lunchtime**, are **off-campus**.



### **OFF PROGRAM:**

Every student is assigned to a room, or area, for each of the four periods and lunch period every day. Students who are not where they are scheduled to be are **off program**. A student's ability to succeed in school is severely impacted by choosing not to attend class. Therefore, the academic penalties are severe.

Teachers will deduct five points from the student's quarter grade average for each class cut (Off-program/Walk-out, chronic tardy to school). The five-point grade average penalty must be included in the teacher's grading policy, which students will receive in writing; the policy will also be posted. Work missed during a class cut (Off-program/Walk-out, chronic tardy to school) may not be made up. A 'failing' grade will be assigned to work missed.

**There also will be discipline penalties for off program offenses. Discipline for off program may result in suspension or eventual exclusion from school.**

### **PHOTOGRAPHS/PRESS RELEASES/VIDEO-TAPING:**

From time to time students will be videotaped by the school for an educational or cable TV show, or will be photographed, or their names will be used by the school in an article for the newspaper, newsletter, award ceremonies, bulletin boards, web pages, classroom memory books, by the school and other related purposes. If you do NOT wish yourself or your child to be videotaped or photographed or if you do not wish to have information released such as his/her name, date and place of birth, field of study, honors, or post-high school plans, please notify the school principal in writing.



## Revere Public Schools

### Residency Policy

The Revere School Committee adopts the following policy regarding the residency and admission of students. The Revere Public Schools is committed to ensuring that all its policies reflect equal treatment regardless of race, color, national origin, religious creed, sex, criminal record, or disability.

#### **RESIDENCY POLICY**

In order to attend the Revere Public Schools a student must actually reside in the City of Revere. The residence of a minor child is ordinarily presumed to be the legal residence of the parent or legal guardian who has physical custody of the child. A student's actual residence is considered to be the place where he or she lives permanently. In determining residency, the RPS retains the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the City of Revere renders the student ineligible to enroll in the Revere Public Schools or, if the student is already enrolled in the RPS, his/her enrollment shall be terminated. As described, within, a determination of non-residency by RPS may be appealed by the student's parent or guardian or by the student, if he/she is 18 or over.

The Revere Public Schools will publish information regarding the residency investigation process in the student handbook and post the policy on the RPS Webpage.

#### **I. Procedures for Determining Residency**

##### **A. Pre-Enrollment Verification of Residency**

Before any student is enrolled in the RPS, his/her parent or legal guardian must provide:

1. A signed "Revere Public Schools Affidavit of Residency" (see attached)
2. Proof of residency in the City of Revere (3 documents)

The parent/guardian of every student seeking enrollment in RPS must submit to RPS documentation establishing (A) Residency, (B) Occupancy, and (C) the parent/guardian's identity. More particularly, the parent/guardian must submit a document from each of the columns below. A parent or guardian who is unable to produce the required documents should contact the Supervisor of Attendance ("the Supervisor").

| <b>Column A</b>  | <b>Column B</b>   | <b>Column C</b>                                     |
|--|---|---|
| <b><u>Evidence of Residency</u></b>                              | <b><u>Evidence of Occupancy</u></b>                               | <b><u>Evidence of Parent /Guardian Identity</u></b> |
| Record of recent mortgage payment and or property tax bill       | Recent bill dated within the past 60 days showing Revere address: | Valid Driver's License                              |
| Copy of lease and record of recent payment                       | - Gas Bill/Oil Bill/Electric Bill                                 | Valid Ma Photo ID Card                              |
| RPS Landlord Affidavit (copy attached) and recent rental payment | - Home Telephone Bill (not cell phone)                            | Passport/Green Card                                 |
| Current Section 8 Agreement                                      | - Cable Bill  |   |
|  | - Excise Tax  |   |

The principal and/or his/her designee shall verify the home address and home telephone number of each student at least once during the school year.

## **B. Post-Enrollment Verification and Enforcement**

Should a question arise concerning any student's residency in the City of Revere while s/he is attending the RPS, the student's residency will be subject to further inquiry and/or investigation. Questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the RPS because of an invalid or unknown address; statements made by students that they are moving or have moved, or other grounds. When he/she becomes aware of a question regarding a student's residency, the building principal or other member of the Administration (or his/her designee) shall submit a completed Request for Investigation form to the Supervisor of Attendance. The Supervisor of Attendance may request updated proof of residence, and may obtain the services of a district investigator to conduct an investigation into student residence.

Upon receiving a request to investigate, the investigator will create a case folder for the student whose residency is in question. Any investigative activities considered in reaching a residency determination must be documented in the case folder. The investigator may use, but is not limited to, the following methods to conduct his/her investigation:

- Investigator will visit the residence, without advance notice
- Investigator may attempt to contact/interview parent to gather documentation to either confirm residency or prove non-residency
- Investigator may interview landlord and neighbors when possible
- Investigator may keep residence under surveillance to establish patterns of occupation
- Investigator will leave evidence of his/her visit by leaving a dated letter and business card with contact information
- Investigator will use investigation and follow-up forms to document his/her activities (May be all electronic)
- The investigation will continue until residency or non-residency is confirmed and supported with appropriate documentation.

The residency investigator will report his or her findings to the Supervisor of Attendance.

If upon the completion of the investigation, the Supervisor of Attendance has concluded that the student is not a resident; the Supervisor will inform the Assistant Superintendent of the results of the investigation. Based upon the information provided to the Assistant Superintendent, she/he will make a determination regarding the residency of the student. The Assistant Superintendent will contact the building principal and Superintendent to inform them of the determination within two days of the decision.

If non-residency is established, the principal or his/her designee will inform the parent/guardian of the finding as soon as possible but in no event later than two (2) school days after the principal was notified of the determination. The

principal/designee will first attempt to reach the parent/guardian by telephone. If the parent/guardian cannot be contacted by telephone, the emergency contact list will be used for notification. The principal/designee will also notify the parent/guardian in writing at the parent/guardian's stated address or at such other address as the parent/guardian requests. The written notice will state that a determination of non-residency has been made and will provide the effective date for the termination of enrollment. (Termination of enrollment shall not be less than five (5) school days from the date of the written notice, unless there are fewer than five (5) school days remaining in the school year.) The notice shall include a statement that the Revere Public Schools do not discriminate on the basis of race, color or national origin. Finally, the notice shall describe the following appeal procedure.

**Appeal Rights:** Within five (5) days of receiving notice of a determination of non-residency, the parent/ guardian may appeal the determination to the Supervisor. The parent/guardian may appeal the decision orally or in writing. If the request is made orally, the Supervisor shall reduce the request to writing and shall provide the parent/ guardian with a copy of the written appeal document. Within two (2) days of receiving the parent/guardian's appeal (such period may, however, be extended if the parent/guardian provides new information that needs investigation), the Supervisor shall issue a written response to the appeal. That response to the appeal shall be immediately forwarded to the parent/guardian, the principal, and the Superintendent.

The Supervisor will share the entire case file with the Superintendent. The Superintendent or his/her designee will render his/her decision in writing within two (2) days of the referral of the appeal to the Superintendent, and the parent/guardian shall be immediately provided with that decision. If the Superintendent upholds the determination of non-residency, the enrollment of the student(s) will be terminated at the close of the next school day that follows the issuance of the Superintendent's decision to the parent/guardian. During the pendency of an appeal, a student will be allowed to remain in school until all steps of the appeal process have been exhausted.

### C. Potential Waiver When Residency is in Transition

For students whose residency is in transition, the following exceptions to the general policy may apply, with prior written approval from the Superintendent:

#### 1. Moving

Students already enrolled in the RPS who move out of the City on or after April 15<sup>th</sup> of a given school year may be permitted to complete that school year at RPS if a written request is made to the Superintendent by the parent/guardian.

#### 2. Pending Purchase of Dwelling

The children of families who have a signed and accepted Purchase and Sale Agreement to purchase and reside in a dwelling in the City of Revere may be enrolled up to thirty (30) calendar days in advance of the time actual physical residence occurs. If actual residence occurs later than thirty (30) days after enrollment, students may be asked to leave the schools until actual residence occurs.

#### 3. Construction of New Dwelling

Children of families who are building a primary residence in the City of Revere may enroll in the RPS at the beginning of the school year if the family has obtained a Certificate of Occupancy from the City.

#### 4. Nothing herein shall be construed to conflict with State or Federal law.

### D. Notification

The RPS residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the RPS Policy Manual, and published in each school handbook.

**The Residency Affidavit and proof of residency must be submitted together with at least one document from each of the following three columns: A, B, and C.**

| Column A                     | Column B                     | Column C   |
|------------------------------|------------------------------|--|
| <u>Evidence of Residency</u> | <u>Evidence of Occupancy</u> | <u>Evidence of Parent/Guardian Identity (Photo ID)</u> |

|  |  |                        |
|--|--|------------------------|
| Record of recent mortgage payment and/or property tax bill | Recent bill, dated within the past 60 days, showing a City of Revere address (with name)   | Valid Driver's License |
| Copy of Lease <i>and</i> record of recent rental payment   | <ul style="list-style-type: none"> <li>- Excise Tax Bill</li> <li>- Gas Bill</li> <li>- Oil Bill</li> <li>- Electric Bill</li> <li>- Home Telephone Bill (not cell phone)</li> <li>- Cable Bill</li> </ul> | Valid MA Photo ID Card |
| Landlord Affidavit <i>and</i> recent rental payment        |  | Passport/Green Card    |
| Current Section 8 Agreement                                |  |                        |

### **REVERE HIGH SCHOOL EXTRACURRICULAR ACTIVITIES:**

School-sponsored extracurricular activities are meant to serve as avenues for leadership development or practice in using skills, attitudes, and knowledge that will help students prepare for college and career opportunities. The goal is to lay a solid foundation that will allow us to develop well-rounded citizens.

**Notice of Nondiscrimination:** It is the policy of the Revere School District not to discriminate on the basis of race, color, national origin, religion, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, the Age Act of 1975, and Sect. 504 of the Rehabilitation Act of 1973, as amended. No provision of an extracurricular behavior standard shall have the effect of discriminating on the basis of the student's race, color, national origin, sex, age, disability, and religion.

**Definition:** An extracurricular activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities are not limited to: public performances, contests, demonstrations, displays, and club activities.

**Official Authority:** Teachers, district staff members, and officials presiding over extracurricular activities/events shall be treated with respect. Disrespect of a teacher, staff member or official may result in the immediate suspension and/or dismissal from the activity/organization \*.

\* A decision on whether a student should be allowed to return to the activity/organization shall be based on the student's conduct exhibited throughout the suspension period.

**Selection:** Assignment to or enrollment in a class does not ensure that any particular student will be selected for participation in the corresponding extracurricular activity. Likewise, participation in activities or events in relation to an extracurricular activity/organization does not ensure that a student will be selected for participation in the corresponding extracurricular activity.

Selection procedures shall be developed by the teacher in conjunction with applicable rules and/or guidelines and communicated to interested students in advance of the selection process. Teachers shall develop procedures to ensure that students have access and opportunity to qualify.

### **The Following List Outlines All Existing Sports, Clubs and Activities at Revere High School**

- |                  |                 |                  |
|------------------|-----------------|------------------|
| 1. Football      | 4. Golf         | 7. Indoor Track  |
| 2. Cross Country | 5. Cheerleaders | 8. Outdoor Track |
| 3. Field Hockey  | 6. Soccer       | 9. Basketball    |

|                      |                           |                         |
|----------------------|---------------------------|-------------------------|
| 10. Lacrosse         | 22. Gay Straight Alliance | 33. Junior/Senior Class |
| 11. Baseball         | 23. Green Team            | 34. Yearbook            |
| 12. Softball         | 24. Interact Club/Key     | 35. Anime Club          |
| 13. Tennis           | 25. Health & Fitness      | 36. ELL Club            |
| 14. Hockey           | 26. National Honor        | 37. Media Club          |
| 15. Swimming         | Society                   | 38. Student Government  |
| 16. Volleyball       | 27. Power of Know         | 39. Female Empowerment  |
| 17. Art Club         | 28. Newspaper             | Movement                |
| 18. Book Club        | 29. Robotics              | 40. ESports             |
| 19. Drama Club       | 30. Rock Ensemble         | 41. Asian American      |
| 20. Foreign Language | 31. Speech & Debate       | Student Association     |
| Honor Societies      | 32. Freshman/Sophomore    |                         |
| 21. Future Teachers  | Class                     |                         |

### **SCHOOL FUNCTIONS:**

1. All existing Revere High School policies will be in effect at all times.
2. No student who has left a function will be allowed to re-enter and must leave the grounds promptly.
3. All functions will close no later than 11:00 p.m.
4. It is the parent's responsibility to ensure students are picked up promptly at the end of a function.
5. Only currently enrolled students may attend school functions, with the exception of the Junior/Senior Proms. Guests (\*) for the proms must receive prior administrative permission for attendance.
6. Only freshman or sophomore class members are allowed to attend the Freshman/Sophomore Social.
7. Students may be restricted from participating in school functions for poor academic performance, poor citizenship, poor discipline record (i.e. multiple suspensions) or for other reasons determined by the principal, Assistant Principal, or class Assistant Principals.

**\* No Revere High School student who has dropped out of school will be allowed to attend without administrative review.**

### **SMOKE FREE SCHOOL POLICY**

The Revere Public Schools, in accordance with the Commonwealth of Massachusetts Educational Reform Act of 1993 and the Revere Board of Health regulations, will uphold the law which prohibits the use of any tobacco product\* within the school buildings, on school grounds (including parking lots), or on school buses by any individual, including students, school personnel, and visitors. This policy pertains to all school-sponsored and/or school-related activities, including athletic games and award ceremonies.

The **No Smoking Policy** will be posted inside and outside each school building. The consequences for violating the policy will be as follows:

#### **Student Violations: \*\***

Violation may result in school suspension (up to 3 days) and mandatory Smoking Cessation classes.

All student violations of the No Smoking Policy will be reported to the Community Police Officers assigned to Revere High School.

**\*Students using or possessing chewing tobacco or snuff will be disciplined as if they were smoking tobacco.**

**\*\*In all cases, smoking materials will be confiscated**

### **City of Revere Tobacco Ordinance**

**Effective August 31, 2001**

The City of Revere has passed an ordinance prohibiting the possession of tobacco by persons under the age of 18 in the city. The following is a summary of the ordinance.

The full text is available at the Revere Police Station, Revere Board of Health, Revere Public Schools Principal's offices, and the Revere City Clerk's office.

#### **Summary of Tobacco Ordinance**

No person under the age of 18 may buy, possess, or use any tobacco product, including cigarettes, vaping products, cigars, and chewing tobacco in the city of Revere. A youth who buys, possesses, or uses tobacco is in violation of the ordinance. A person under the age of 18 who misrepresents his or her age for the purpose of buying, selling, or using tobacco is in violation of the ordinance.

#### **SAFE AND DRUG FREE SCHOOLS:**

*The community at-large, parents, staff, and students all deserve to know that they are in a safe and healthy environment. To that end, the Revere Public Schools embraces initiatives to increase awareness and provide maximum safety in schools and at school events. In order to provide a safe and healthy work and learning environment, the Safe and Drug Free Schools Policies will be amended to embrace the following components.*

The Revere Public Schools may at times use portable metal detectors to scan for weapons or other dangerous objects in order for anyone to enter into any school building. In addition, portable metal detectors may be used at school functions such as interscholastic sports, proms, dances, and other events open to students and/or the general public. Violation of any handbook regulation will result in the appropriate action being taken against any offender. Students refusing such scanning will not be allowed to enter the school or event.

The Revere Public Schools may at times use portable breathalyzer devices to detect alcohol use by students entering any school sponsored events and/or functions, or at a time when a student may be exhibiting behaviors consistent with being under the influence of alcohol at such events or during the school day. In cases where the student refuses such a test, and there is evidence that the student may be under the influence of alcohol, the appropriate authorities will be summoned.

#### **SESSIONS:**

1. Students must bring study materials to sessions.
2. There will be **no communication between students during sessions.**

#### **TEACHER SESSION:**

Teachers may assign sessions to students for various violations of their posted classroom policies. Students who fail to report for teacher sessions will be reported to the appropriate Assistant Principal for further disciplinary action.

#### **SOCIAL PROBATION:**

1. Some violations of the discipline code may cause a student to be placed on social probation for a period of time to be determined by the administration.
2. Social probation is defined as follows:

- a. The student may lose the privilege of participating in athletic events, practices or games or after-school activities.
  - b. The student may not attend school functions, including those open to the public.
  - c. Student leaders must vacate their office during the term of the social probation.
3. Any violation of social probation will result in suspension.

### **STUDENT NAME POLICY:**

- Whatever is written on the child's birth certificate on the name line is the student's name.
- If the parent does not agree with the name on the birth certificate, s/he may go to court and have it legally changed, which is their right. However, we will use the name as it appears on the name line of the birth certificate until a document showing legal change of name from a court of law is presented to the child's school.
- Some birth certificates may have a first and middle name followed by two more names that are usually the mother's maiden name and the father's last name. Simply hyphenate the last two names and that will act as the child's last name (similar to a woman in this country who retains her maiden name followed by a hyphen and her husband's last name).
- Some children enter our school system without a birth certificate but have a visa. Since a birth certificate is needed to obtain a visa, whatever name is written in the visa will be considered the child's name. Again, if the parent does not agree with the name on the visa, s/he may go to court and have the name legally changed.

### **STUDENT RECORDS:**

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws enacted in 1972 and 1974. The regulations apply to all public elementary and secondary schools. (They also apply to all private schools, which have state approval to provide special education services under Chapter 766, the Special Education Act.) They are designed to insure parents'/guardians' and students' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by the schools on a student in a manner such that s/he may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations Pertaining to Student Records:

**Inspection of Record:** A parent, or a student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student as soon as practicable and within ten days after the request, unless the parent or student consents to a delay. The parent and student have the right to receive copies of any part of the record,

although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, may have the student record inspected or interpreted by a third party of their choice. Such third parties shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

**Confidentiality of Record:** With a few exceptions, no individuals, or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

**Non-Custodial Parents:**

Massachusetts General Law Chapter 71, Section 34H requires that non-custodial parents provide the principal with certain documents prior to their receiving student records. If you are a non-custodial parent and wish to have access to your child's records, you need to contact the principal's office to initiate the process.

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

1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
3. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

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

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

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

(e) The school will delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

**Amendment of Record:** The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be amended or deleted except for information which was inserted by an Evaluation TEAM. Information that is inserted by an Evaluation Team shall not be subject to such a request until after



the acceptance of the Evaluation Team Educational Plan. If the parent or eligible student believes that adding information is not sufficient to explain, clarify, or correct objectionable material in the student record, the parent or eligible student must present their objection in writing and or have the right to have a conference with the principal or his/her designee to make objections known. Within a week, the principal or his/her designee must, after the conference or receipt of the objection, render a decision in writing to the parent or eligible student. The decision must state the reason(s) for the decision. If the decision is favorable to the parent or eligible student, the principal or his/her designee must promptly take steps to put the decision into effect. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to the Superintendent of Schools.

**Destruction of Records:** The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system. During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record. The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system.

Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was administered.

### **Transferring Students:**

A student transferring to the Revere Public Schools must provide a complete school record. Under Massachusetts Law, the Revere Public Schools may release the entire student record to authorized school personnel of the new school district in which a student seeks or intends to transfer, without prior parental consent.

### **Directory Information:**

Unless requested by a parent or eligible student to the contrary, the Revere Public Schools may release information including a student's name, address, date and place of birth, dates of attendance, and grade. Student records will be released to non-custodial parents/guardians according to M.G.L. c 71, §34H. Parents/Guardians should contact the principal for additional information.

The above is only a summary of some of the more important provisions of the Regulations Pertaining to Student Records that relate to student and parent rights. The full text of these regulations may be obtained from your school.

### **STUDENT SEARCHES:**

The United States Supreme Court has held that school administrators retain the right to search students and/or their property (including lockers) "when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school" provided that the measures adopted to execute the search "are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the

infraction.” See New Jersey vs. T.L.O.; 469 U.S. 325, 341-342 (1985).

As well as other student belongings, the administration may search student lockers, other receptacles for storage and automobiles, where appropriate. Should a student refuse to cooperate with a search by the administration, the police may be summoned and parents will be called. Such refusal would be gross insubordination and the maximum penalty applied.

#### **TELEPHONE USE:**

1. Students must obtain administrative permission in order to use the office telephone.
2. The use of cell phones in the classroom/hallways will be considered disruptive behavior.

#### **THEFT:**

1. A student who takes something that does not belong to him/her may be suspended and must make full restitution, or repair/replace the property prior to reinstatement.
2. Police may be notified.

#### **THREATS:**

1. A student, who, by word or gesture, causes another student or staff member to fear for the safety of his/her person or property, may be suspended. The police may be notified and a long-term suspension may be recommended or a recommendation may be made to the school committee for expulsion.
2. Repeated offenses will result in additional days of suspension with a recommendation to the school committee for expulsion.
3. Police may be notified of all occasions of threats to personal safety or property.

#### **TRANSCRIPTS:**

Students requesting that transcripts be sent to college, prospective employers, or other agencies must submit a stamped, addressed envelope for each transcript to be sent.

#### **TRUANCY:**

1. Students who are truant will receive In House Intervention for the first offense.
2. Subsequent offenses will result in further disciplinary action, parental conference, and notification of the proper authorities for possible legal action.

#### **VANDALISM:**

1. A student who defaces, damages, or destroys any property, possession, or equipment (public or personal) may be suspended and recommended to the school committee for expulsion; further, he or she may be required to make full financial restitution and/or community service before reinstatement.
2. Suspension is possible for mutilation of books.
3. Acts of vandalism committed by Revere High School students against other schools or organizations may be treated as violations of this vandalism policy. This will apply to acts of vandalism, which can be shown to be associated with school functions or activities.

#### **VERBAL AND/OR PHYSICAL HARASSMENT OF STUDENTS OR TEACHERS:**

1. Every student and teacher has the right to feel secure from any form of physical or verbal harassment, including hazing. Any form of abuse to a student, verbal or physical, should be reported immediately to the administration. Students found to have engaged in physical or sexual harassment of other students will be subject to discipline ranging from counseling to expulsion, depending upon the severity of the offense.
2. Harassment of faculty or staff at any time, on or off campus, will not be tolerated. Students who harass faculty or staff may be suspended or expelled from Revere High School.

### **VIDEO SURVEILLANCE**

Student safety is our highest priority. To this end we have installed security cameras at strategic locations on the interior and exterior of the school building. Recorded footage can and will be used to investigate suspected violations of the student discipline code.

### **WALKOUT:**

Will be treated the same as Off-Program.

### **WEAPONS: M.G.L. c.269, sec.10 (j):**

#### **Possession of Weapons on School Grounds**

Whoever, not being a law enforcement officer, and not withstanding any license obtained by him under the provisions of Chapter One Hundred Forty, carries on his person a firearm, as hereinafter defined, loaded or unloaded, in any building or on the grounds of any secondary school, college or university without the written authorization of the Board or officer in charge of such secondary school, college or university, shall be punished by a fine of not more than one thousand dollars, or by imprisonment for not more than one year, or both. For the purpose of this paragraph, “**Firearm**” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means.

In addition, the student will be automatically suspended from school and upon further investigation he/she will face expulsion.

**APPENDIX A:**  
**Revere Public Schools**  
**Bullying Prevention and Intervention Plan**

All information presented in this document is in accordance to The Massachusetts Bullying Prevention and Intervention Law (M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010).

### **Priority Statement**

The Revere Public Schools (RPS) is committed to providing all students with a safe learning environment that is free from any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. We will promptly investigate all reports and complaints of bullying, cyberbullying, and/or retaliation, and take immediate action to end that behavior and to restore the target's sense of safety. The RPS expects that all members of the school community will treat each other in a civil manner and with respect.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including but not limited to race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Revere Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying, and retaliation. The RPS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

### **Bullying, Cyberbullying, and Retaliation are prohibited:**

- on school grounds;
- on property immediately adjacent to school grounds;
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds, or
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by the RPS;
- through the use of technology or an electronic device that is owned, leased or used by the RPS (for example, on a computer or over the Internet);
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of the RPS.

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

(See definition listed in Appendix A)

### **Procedures for Reporting**

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by the principal or Assistant Principal. A RPS staff member is required to report immediately to the principal or Assistant Principal any instance of bullying, cyberbullying, and retaliation that the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not RPS staff members, may be made anonymously. ***Reports may be made anonymously and will be investigated by school personnel, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.***

Anyone, including a parent or guardian, student, or RPS staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.

- *A staff member who witnesses, receives information regarding an incident of bullying, cyberbullying, and/or retaliation, or may suspect a student is a victim of bullying, cyberbullying and/or retaliation, will report immediately to the principal or Assistant Principal.*
- *Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, monitors, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.*

### **Investigation of Complaint**

***Before fully investigating the allegations of bullying, cyberbullying and/or retaliation, the principal or assistant principal 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.***

At the start of an investigation, the principal or Assistant Principal will fill out an **incident report form**. During the investigation, the principal or Assistant Principal will, among other things, interview students, staff, witnesses, parents or guardians, and others

as necessary. The principal or Assistant Principal will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

If the principal or Assistant Principal determines that bullying, cyberbullying or retaliation has occurred, he/she shall:

- ***at the onset of the investigation***, notify the parents or guardians of both the *target and the alleged aggressor*, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyberbullying, and retaliation
- take appropriate disciplinary action
- notify the local law enforcement agency if the school principal or Assistant Principal believes that criminal charges may be pursued against the aggressor.
- take appropriate action to ensure that a safe environment has been established for the target and/or the reporter of the incident.
- ***inform the building principal***

It will be the responsibility of school principal or Assistant Principal to contact the parent or guardian of the target and of the aggressor in a timely fashion by the end of the day on which the incident was reported. All incidents will be recorded as a discipline log in Power School regardless of the age of the student.

In addition to reporting all incidents of bullying, cyberbullying, and/or retaliation deemed to be of a criminal nature, the principal or Assistant Principal will report any investigated incidents to school resource officers or designated police personnel. Any incidents of ***continued*** bullying, cyberbullying, and retaliation will be reported to police.

#### **Notice to another School or District**

If the reported incident involves students from more than one school, school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or Assistant Principal 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.

#### **Notice to Law Enforcement**

At any point after receiving a report of bullying, cyberbullying, and/or retaliation, including after an investigation, if the principal or Assistant Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or Assistant 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 Assistant Principal 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 or Assistant Principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable RPS policies and procedures, consult with the school resource officer, if any, and other individuals that the principal deems appropriate.

#### **Responses to Bullying**

If, after investigation, bullying, cyberbullying, and/or retaliation is substantiated, the principal or Assistant Principal will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted from participating in school or in benefiting from school activities. The principal or Assistant Principal will determine what responsive actions and/or disciplinary actions are necessary.

Depending upon the circumstances, the principal or Assistant Principal 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/emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

***Upon the determination that bullying, cyberbullying, and/or retaliation has occurred, the law requires that the school or district 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).***

#### **Taking Disciplinary Action**

If the principal or Assistant Principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or Assistant Principal, 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 RPS Code of Conduct. If the principal or Assistant Principal determines that a student knowingly made a false allegation of bullying, cyberbullying and/or retaliation, that student may be subject to disciplinary action.

*(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.)*

**Interventions may include, but are not limited to, the following:**

- offering individualized skill-building sessions based on the RPS anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors, social workers, 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.

**Promoting Safety for Target and Others**

The principal or Assistant Principal will identify appropriate resources, if any, to enhance the target's sense of safety and that of others as well. Particular emphasis to recognize certain students who may be more vulnerable to become a target of bullying or harassment based on actual or perceived differentiating characteristics including: race, color, religion, national origin, sex, socioeconomic status, homelessness, academic status, gender identity, or expression, physical appearance, pregnant or parenting status, sexual orientation, mental physical development or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

**Professional Development for Revere Public Schools Staff**

The RPS must provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying, cyberbullying, and/or retaliation. **The goal of professional development is to establish a common understanding of all of the elements of the district's Anti-Bullying Program.**

The content of such professional development/staff training may include, but not be limited to:

- Annual training for all RPS staff on the Bullying Prevention and Intervention Plan;
- Developmentally appropriate strategies to prevent bullying incidents;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- 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;
- Information on the incidence and nature of cyberbullying, and Internet safety issues as they relate to cyberbullying;
- Development of outreach networks to inform and work with parents and community members.

Professional development will also address ways to prevent and respond to bullying, cyberbullying, and retaliation for students with disabilities that must be considered when developing student's 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.

**District-Wide Anti-Bullying Curriculum**

The Revere Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be designed to implement current research which, among other things, will emphasize the following approaches:

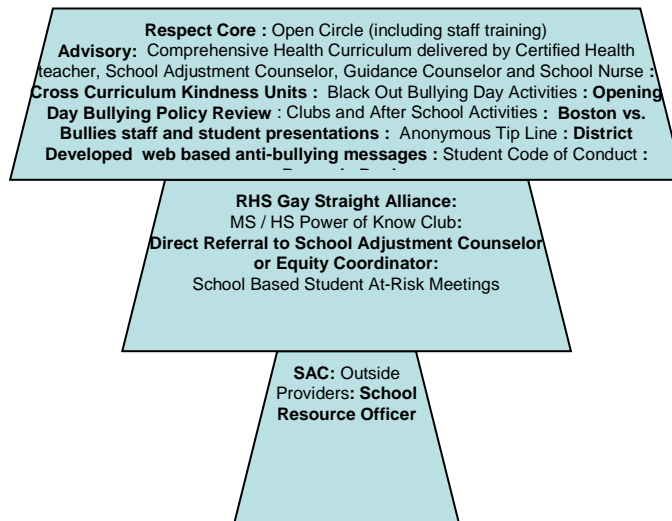
- Using scripts and role play to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaging in bullying or retaliation behaviors;
- Emphasizing cyber safety;
- Enhancing students' skills for engaging in healthy and respectful relationships;
- Engaging students in a safe, supportive school environment that is respectful of diversity and differences.

**Parent Education and Resources**

The school or district will offer education programs for parents. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council or similar organizations.

### **Revere Public Schools Anti-Bullying Tiered Support**

RPS is committed to provide students with a safe learning environment through a tiered support system that promotes a healthy educational setting for all. The accompanying graphic demonstrates the tiered supports available throughout the district at appropriate levels designed to support research based anti-bullying practices.



### **Definition of Terms**

**Aggressor** is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

**Bullying** is the repeated use by one or more students 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 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/herself or of damage to his/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. Bullying includes cyberbullying. (M.G. L. c. 71, 370)

**Cyberbullying** is bullying through the use of technology or any 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. (M.G.L. c. 71, 370)

**Hostile environment** 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 the student's education. (M.G.L. c. 71, 370)

**Target** is a student against whom bullying, cyberbullying, or retaliation is directed. (M.G.L. c. 71, 370)

**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. (M.G.L. c. 71, 370)



**BULLYING PREVENTION AND INTERVENTION PLAN INCIDENT REPORTING FORM**

1. Name of Reporter/Person Filing the Report: \_\_\_\_\_

*(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)*

2. Check whether you are the: \_\_\_\_\_ Target of the behavior \_\_\_\_\_ Reporter

3. Check whether you are a: \_\_\_\_\_ Student \_\_\_\_\_ Staff member  
\_\_\_\_\_ Other (\_\_\_\_\_) \_\_\_\_\_ Parent \_\_\_\_\_ Administrator

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

5. If staff member, state your school or work site: \_\_\_\_\_

6. Information about the Incident:

- Name of Target (of behavior): \_\_\_\_\_
- Name of Aggressor (s) (Person who engaged in the behavior): \_\_\_\_\_
- Date(s) of Incident(s): \_\_\_\_\_
- Time When Incident(s) Occurred: \_\_\_\_\_
- Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

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

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

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

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**FOR ADMINISTRATIVE USE ONLY**

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

*(Note: Reports may be filed anonymously.)*

10. Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

## **INVESTIGATION**

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

2. Interviews:

☐ Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

\* If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

\*Any previous incidents with findings of BULLYING, CYBERBULLYING, AND/OR RETALIATION?

☐ Yes ☐ No

**Summary of Investigation:** *(Please use additional paper and attach to this document as needed)*

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### **Conclusions from the investigation**

1. Finding of bullying, cyberbullying, or retaliation: ☐ YES ☐ NO

☐ Bullying ☐ Cyberbullying ☐ Retaliation ☐ Discipline referral only

2. Contacts:

☐ Target's parent/guardian Date: \_\_\_\_\_

☐ Aggressor's parent/guardian Date: \_\_\_\_\_

☐ Law Enforcement Date: \_\_\_\_\_

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ In-House Suspension ☐ Suspension

☐ Criminal Complaint ☐ Other \_\_\_\_\_

4. Describe Safety Planning:

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Follow-up with Target: Scheduled for \_\_\_\_\_ Today's Date: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDIX B**

### **STATUTORY PROVISIONS**

**Various state statutory provisions set forth criminal and/or disciplinary sanctions for certain types of prohibited conduct. Among those provisions are the following:**

**M.G.L. c.71, sec. 37H:**

**Weapons, Drugs and Assaults on Staff (Education Reform Act of 1993)**

The standards of discipline for offenses dealing with weapons, drugs and assaults on members of school staff are found at Section 37H of Chapter 71 of the Massachusetts General Laws. That section provides, in relevant part, as follows:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school related events, including athletic games may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

**M.G.L. c. 71, Sec. 37H 1/2:**

**Felony Complaint or Conviction of Student**

Section 37H 1/2 sets forth a procedure for students charged with felony offenses. This section provides as follows:

- (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 or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster 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 education 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 or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## APPENDIX C:

Release of Student Information to  
All Branches of the United States Military

**FOR JUNIORS AND SENIORS ONLY**  
**(Return to your Floor Office by October 1<sup>st</sup>)**

Under the federal “No Child Left Behind Act” public high schools must give the names, addresses and telephone numbers of students to all branches of the U.S. Military if the recruiters request the information. However, students or their parents have the right to instruct the school in writing that this information is **not** to be released.

If you do **not** consent to the release of this information to military recruiters please check the box below.

To be certain your wishes are respected, **return this form to the Revere High School Principal’s Office by October 1<sup>st</sup>.**



**DO NOT release student contact information to Military Recruiters**

Student’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please Print Name)

\*\*\*Signature of Student *or* Parent: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**\*\*\*Students have the right to request that their contact information not be released to recruiters.**

**Parents can override a child’s decision by notifying the school in writing, only if the student is under the age of 18.**

We encourage parents and students to discuss this information.



# Revere Public

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## Revere Public Schools Instructional Network Acceptable Use Policy – Student/Family Agreement APPENDIX D

I agree to follow all of the rules below and abide by all rules stated in the Acceptable Use Policy which has been provided.

I understand that:

- Technology at school is to be used for educational purposes only.
- I will use the Revere Public School designated email address for education purposes only.
- The use of the computer network is a privilege, not a right, and I will use appropriate language and behavior when using the network.
- I will not use the network to send or receive any illegal or inappropriate materials.
- I will keep my password secret and not give to anyone else.
- I will only use my account and not use anyone else's account or attempt to move, modify, change or delete anyone else's work.
- I will only use keep my personal information and other's personal information (such as name, address, or telephone number) private on the Internet.
- I will only use educational websites and sites assigned by my teacher and not use social networking sites in school (email, IM, Facebook, Twitter...).
- I will not download anything from the Internet without permission from a teacher.
- I will not change any computer settings or install programs on school computers without permission from a RPS staff.
- I will not try to bypass or disable security features installed by RPS.
- I will not utilize proxy sites
- If I do not follow the rules, I will not be allowed to use the computer network for a period of time and may face additional school disciplinary action. (see guidelines following contract)

Signatures of both student and parent/guardian for the above contract appear on the sign-off sheet on the front cover of the handbook.

The sign-off sheet with the signatures signify that all parties have read and understand the above contract and abide by all rules of the Acceptable Use Policy.

## **ACCEPTABLE USE POLICY FOR THE REVERE PUBLIC SCHOOLS TECHNOLOGY NETWORK** (Continued)

Members of the Revere Public Schools community are responsible for good behavior on school technology networks. General school rules for behavior and communications apply. The network is provided by the Revere Public Schools community to conduct research and, if appropriate, to communicate with others. Access to network services will be provided to those who act in a considerate and responsible manner.

The Revere Public Schools educates students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response. In addition to educating students, Revere Public Schools has developed a link on their website that provides resources for families on social networking and cyber bullying (located under Topics of Note: Cyber bullying Resources).

All messages and information created, sent or retrieved on the network are the property of Revere Public Schools. Electronic mail messages and other use of electronic resources by students are also the property of the Revere Public Schools and should not be considered confidential. Copies of all information created, sent or retrieved are stored on the technology network. While the Revere Public Schools does not plan to review cached files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on technology devices as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources and conducting routine network maintenance. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Revere Public Schools does occasionally monitor public social media to ensure school safety.

### **I. PERSONAL RESPONSIBILITY**

By signing the Contract, the user agrees to follow all rules outlined in this Policy and to report violations of the Policy by other students to the site administrator (e.g., teacher, lab assistant, paraprofessional, media specialist, building administrator). Use of RPS technology is a privilege and not an entitlement. It is expressly agreed that RPS may, acting at its sole discretion, limit or deny that privilege to any user at any time. Use of personal technology must be in compliance with the student handbook and this Policy.

### **II. ACCEPTABLE USES**

#### **A. Acceptable/Educational Uses**

RPS provides access to its technology networks and the Internet for educational purposes only. Specific approved uses include, but are not limited to,

- research
- distance learning
- communication and activities that support our educational mission
- educational or vocational searches

#### **B. Unacceptable Uses of Network**

The following uses are considered unacceptable:

- a) Violating the law or encouraging others to violate the law.
- b) Transmitting offensive or harassing messages including cyber-bullying.
- c) Using RPS technology for a primarily commercial, social and/or entertaining nature, with no related educational purpose.
- d) Using RPS technology to view, transmit or download pornographic or otherwise objectionable materials.
- e) Using RPS technology to transmit confidential materials. Providing private information about oneself and any other individual over the Internet, including credit card or social security numbers (unless for approved uses, such as college or employment applications).
- f) Using RPS technology to download and/or use any program, partial program, peer-to-peer software or game.
- g) Using the network to cause harm to others or to their property.
- h) Using the network to access, modify, or destroy a file that has been created by another.
- i) Sharing passwords or assigned accounts.

- j) Knowingly engaging in activities that expose RPS technology to viruses, harmful software, or physical damage.
- k) Hacking activities or circumventing security measures on school or remote devices.
- l) Unauthorized copying, downloading, or distributing of copyrighted software or materials. This includes, but is not limited to, e-mail, text files, program files, image files, database files, sound files, music files, and video files.
- m) Plagiarizing.
- n) Spamming or the unauthorized use of RPS distribution lists for e-mails. This includes creating or forwarding chain letters or pyramid schemes of any type.
- o) Distributing jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, gender identity, ethnicity, nationality, religion, or sexual orientation.
- p) Bypassing RPS filtration (e.g., use of proxy servers).
- q) Any other use deemed unacceptable by RPS.

The Revere Public Schools assumes no responsibility for:

- a. Any unauthorized charges of fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.
- b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
- c. Any cost, liability or damages caused by a user's violation of these guidelines.
- d. Any information or materials that are transferred through the network including inaccurate or unreliable information.

### **C. Netiquette**

All users must abide by rules of network etiquette, which include the following:

- Be polite.
- Avoid offensive language.
- Be respectful.
- Be responsible.

## **III. INTERNET SAFETY**

### **A. Individual Responsibility**

Every user must take responsibility for his or her use of the network and Internet. If a student finds that other users are visiting offensive or harmful sites, s/he is responsible to report such use to an RPS staff member.

Should a user, while using the RPS Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members, or the property of the Revere Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

### **B. Personal Safety**

If someone attempts to arrange a meeting as a result of an Internet contact, the student is to report the communication immediately to an RPS staff member.

### **C. Confidentiality of Student Information**

Personally identifiable information and/or images of students may not be disclosed or used in any way on the Internet without the permission of a parent/guardian, or if the student is 18 or over, the permission of the student. If the user has any doubts or questions about providing information over the Internet, the user is urged to contact the supervising teacher before providing such information.

### **D. Active Restrictive Measures**

RPS, either by itself or in combination with the Internet Service Provider (ISP), utilizes filtering or blocking software or other monitoring technologies to prevent students from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Although filtering software and monitoring efforts are designed to make the Internet an educational and safe experience, they cannot completely eliminate the risk that students will be able to access inappropriate material.



The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254[h] [7]) as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion.
  - depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals.
  - taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- CIPA (Children's Internet Protection Act) mandates that filtration be in place.

#### **IV. VIOLATIONS OF THE POLICY**

Major infractions or repeated minor infractions of this AUP may result in penalties that include the temporary or permanent loss of the RPS communications systems access or the modification of the user's access. More serious violations, such as the unauthorized use or duplication of licensed software, RPS data files, passwords of other users, repeated harassment and threatening behavior will be subject to disciplinary action that may result in suspension.

Students will be subject to penalties that are also based on levels of assessment.

**LEVEL I** General infractions that result in **no loss** of data and or damage to a technology resource are not classified as a misdemeanor or felony. This level includes account sharing and misuse of technology resources. Penalties may be suspension from school, social probation of school events and/or technology resource access for one month or more and a letter of reprimand deposited in the student's permanent department file.

**LEVEL II** Infractions that result in **minor loss** of data or damage to a technology resource and are not classified as a misdemeanor or felony. This level includes unauthorized deletion of data files and unauthorized shut-down of file servers. Penalties may be suspension from school, social probation of school events and/or suspension from direct technology resource access for six months and a fine to cover replacement of data or resources, as well as a letter of reprimand deposited in the student's permanent department file.

**LEVEL III** Infractions that result in **irreplaceable loss** of data or severe damage to a technology resource and are classified as a misdemeanor or felony. This includes copyright violations and virus introduction into a device or network. Penalties may be permanent suspension from direct technology resource access and possible criminal charges and expulsion from school, and possible criminal charges and litigation.

#### **V. WARRANTIES/INDEMNIFICATION**

RPS makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its technology provided under this Policy. RPS shall not be responsible for any claims, losses, damages, injuries, or costs or fees (including attorney's fees) of any kind suffered or incurred, directly or indirectly, by any user arising from use of RPS technology.

By signing the Contract, the user takes full responsibility and agrees to hold harmless and indemnify RPS, its Internet Service Provider (ISP), the City of Revere, and the RPS, its ISP officers, and the City's employees, agents, representatives, administrators, teachers, volunteers and staff, from any and all claims, losses, damages, injuries, or costs or fees (including attorney's fees) of any kind resulting from the user's access to the RPS technology, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user, or if the user is a minor, the user's parent/guardian agrees to cooperate with the district in the event of the school's initiating an investigation of a user's access to its technology network and the Internet, whether that use is on a school device or on another device outside the network.

#### **VI. UPDATES**

If the account information initially provided changes, it is the user's responsibility to report such changes immediately to an RPS staff member. Users may be asked, on occasion, to re-sign the Contract.

## **VII. PUBLISHING ON THE INTERNET**

RPS requires that all publications of school, grade, department, group, or project pages that are displayed on any RPS webpage be created and reviewed within the guidelines established by RPS.

### **A. Revere's Website**

The purpose of the RPS website is to encourage and enhance teaching and learning, and to provide accurate and timely information about our school system.

- All webpages will be official publications of RPS.
- The district webmaster will oversee all RPS webpages.

### **B. Publishing Guidelines**

RPS has established guidelines for publishing on the district's website:

- RPS webpages must have common elements of consistent form and quality content, and must follow copyright laws and software licensing regulations.
- All subject matter, including links, should relate to curriculum, instruction, school activities; general information supporting student safety, growth, and learning; or information of interest to the public.

### **C. Safety Procedures for Publishing on the Internet**

- Parents/guardians not wishing to have their children's images, voice or work published on the Internet should contact their building principal or designee, in writing.
- Students shall not be identified by home addresses, telephone numbers, or e-mail addresses.

## **VIII. ELECTRONIC COMMUNICATIONS**

Electronic communications, including but not limited to, e-mail, messaging, voice over IP, blogging, audio and video broadcasting, chat rooms, wikis and social networking are prohibited, unless those applications are required for educational purposes. If a student receives a threatening or harassing e-mail or message, it should not be erased. It is the student's responsibility to immediately notify an RPS staff member.

This Policy was approved by the Revere School Committee.  
July 27, 2010



Revere Public Schools  
**Parent Information Center**  
**56 Bennington Street**  
Revere, MA 02151  
781-485-8453      781-286-8275 FAX

RESIDENCY AFFIDAVIT  
APPENDIX E

**Any applicant for the Revere Public Schools who cannot produce a property deed or lease must ask the owner or lessee of the property where the applicant lives to complete and sign this legal affidavit.**

**It is the responsibility of the applicant (not the person who completes this affidavit) to attach a record of recent rent payment, unless this affidavit affirms in #3 below that the tenancy does not require payment of rent.**

I, \_\_\_\_\_ hereby depose and state as follows:

Print Name

**(Please complete all three items and sign below)**

1. I am (check one) the \_\_\_ owner \_\_\_ lessee of the property located in the City of

Revere at \_\_\_\_\_

Print Address

2. \_\_\_\_\_, who is the legal guardian/parent of

Print Name

\_\_\_\_\_, leases/subleases this property as their principal

Print Student's Name

**residence from me, without a written lease in a tenancy at-will from month to month.**

3. CHECK ONE:

**The following party \_\_\_\_\_ leases, \_\_\_\_\_ rents room, \_\_\_\_\_ with / \_\_\_\_\_ without landlord's knowledge, or \_\_\_\_\_ resides with me with no payment of rent or bills required.**

**According to Massachusetts General Law Chapter 76, Section 5:**

*Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee.*

*Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.*

Signed under the pains and penalties of perjury, \_\_\_\_\_

Signature

Print your name \_\_\_\_\_ Print your address \_\_\_\_\_

Telephone Number \_\_\_\_\_

**Notary**

**INFORMATION IN THIS AFFIDAVIT IS SUBJECT TO VERIFICATION BY A RESIDENCY OFFICER  
THIS FORM WILL ALSO BE USED AS A RELEASE TO SPEAK WITH LANDLORDS, PROPERTY MANAGERS AND LESSEE**



**Revere Public Schools  
Parent Information Center  
56 Bennington Street  
Revere, Ma 02151  
781-485-8453**

## **Landlord Affidavit**

To: The Revere Public Schools

I hereby certify and swear under oath that I am the legal owner of the property at \_\_\_\_\_.

I also certify and swear under oath that \_\_\_\_\_ and his or her children \_\_\_\_\_ are my tenants and live at the above address.

I agree that if the Revere Public Schools investigates and finds these statements to be false, I shall assume full responsibility for repayment of any tuition or educational costs due to the Revere Public Schools for the education of the above referenced children.

I understand that, to enforce payment to any costs due, the Revere Public Schools and the City of Revere may seek a judgment against me in the Courts which could result in the placement of a lien against my real property or may take other legal actions to enforce judgment.

\_\_\_\_\_  
Landlord's Signature

Notary

\_\_\_\_\_  
Landlord Print

\_\_\_\_\_  
Date

**APPENDIX F:**  
**Education Laws and Regulations**  
**603 CMR 53.00**  
**Student Discipline - Effective July 1, 2014**

Section:

|        |  |
|--------|--|
| 53.01: | Purpose and Scope  |
| 53.02: | Definitions  |
| 53.03: | Policies and Procedures  |
| 53.04: | Investigation of Disciplinary Incidents  |
| 53.05: | Alternatives to Suspension under M.G.L. c. 71, § 37H <sup>3/4</sup>  |
| 53.06: | Notice of Suspension and Hearing under M.G.L. c. 71, § 37H <sup>3/4</sup>                                    |
| 53.07: | Emergency Removal under M.G.L. c. 71, § 37H <sup>3/4</sup>   |
| 53.08: | Principal's Hearing under M.G.L. c. 71, § 37H <sup>3/4</sup>   |
| 53.09: | Superintendent's Hearing under M.G.L. c. 71, § 37H <sup>3/4</sup>  |
| 53.10: | In-School Suspension under M.G.L. c. 71, § 37H <sup>3/4</sup>  |
| 53.11: | Exclusion from Extracurricular Activities and School-Sponsored Events  |
| 53.12: | Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H <sup>1/2</sup>  |
| 53.13: | Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H <sup>1/2</sup> , 37H <sup>3/4</sup> |
| 53.14: | Student Suspension and Expulsion Data Collection and Reporting   |

The Student Discipline Regulations were approved by the Board of Elementary and Secondary Education on April 29, 2014. They are effective July 1, 2014.

53.01: Purpose and Scope

(1) The purpose of 603 CMR 53.00 is:

(a) for those discipline offenses subject to M.G.L. 71, § 37H<sup>3/4</sup>, as set forth in 603 CMR 53.01(3)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;

(b) to promote engagement of a student's parent in discussion of the student's misconduct, and options for responding to it;

(c) to assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion; and,

(d) to keep schools safe and supportive for all students while ensuring fair and effective disciplinary practices.

(2) 603 CMR 53.00 sets forth, for all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools:

(a) at 603 CMR 53.03 through 53.11, the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than:

1. possession of a dangerous weapon;
2. possession of a controlled substance;
3. assault on a member of the educational staff; or
4. 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, as provided in M.G.L. c. 71, § 37H or 37H<sup>1/2</sup>;

(b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity

to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and

(c) requirements pertaining to school discipline data reporting and analysis.

### 53.02: Definitions

Commissioner means the commissioner of the Department of Elementary and Secondary Education appointed in accordance with M.G.L. c. 15, § 1F, or his or her designee.

Department means the Department of Elementary and Secondary Education.

Disciplinary offense means any alleged or determined disciplinary infraction by a student, except for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) 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, as provided in M.G.L. c. 71, § 37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H½ means one or more of the following alleged or determined disciplinary infractions:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; and
- (d) 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, as provided in M.G.L. c. 71, § 37H or 37H½.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) 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, as provided in M.G.L. c. 71, § 37H or 37H½.

In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, §

37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Parent means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Principal means the instructional administrative leader or headmaster of a public school or his or her designee for purposes of school disciplinary matters. The board of trustees of a charter school or virtual school shall designate in the school discipline code who will serve as the principal for purposes of 603 CMR 53.00.

School-wide Education Service Plan; means the document developed by a principal, in accordance with M.G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than ten consecutive days.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Superintendent means the chief executive officer employed by a school committee or board of trustees to administer a school system, charter school, or virtual school pursuant to M.G.L. c. 71, §§ 59, 59A, 89, or 94, or his or her designee appointed for purposes of conducting a student disciplinary hearing. The board of trustees of a charter school or virtual school shall designate in the school's discipline code who will serve as the superintendent for the purposes of 603 CMR 53.00.

Suspension means short-term suspension and long-term suspension unless otherwise stated.

#### 53.03: Policies and Procedures

Each school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of M.G.L. c.71, §37H¾, M.G.L. c. 76, § 21, and 603 CMR 53.00.

#### 53.04: Investigation of Disciplinary Incidents

Nothing in 603 CMR 53.00 shall prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident.

#### 53.05: Alternatives to Suspension under M.G.L. c. 71, § 37H¾

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; 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 interventions and supports.

#### 53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H¾

(1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;

(d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the principal:

1. the rights set forth in 603 CMR 53.08 (3)(b); and

2. the right to appeal the principal's decision to the superintendent.

(3) The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

(4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

#### 53.07: Emergency Removal under M.G.L. c. 71, § 37H<sup>3</sup>/<sub>4</sub>

(1) Nothing in 603 CMR 53.00 shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal 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 set forth in 603 CMR 53.06(2);

(b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);

(c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

(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 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

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

#### 53.08: Principal's Hearing under M.G.L. c. 71, § 37H<sup>3</sup>/<sub>4</sub>

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

##### (2) Principal Hearing - Short-term Suspension

(a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in



determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. 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.

(b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### (3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent 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.

(c) 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.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, 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 other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English

and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

- 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 calendar days of the effective date of the long-term suspension; provided that within the five 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 additional calendar days; and that
- b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- (e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H<sup>3/4</sup>

- (1) 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.
- (2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.
- (4) 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.
- (5) 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.
- (6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- (7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d) 1 through 4. 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.
- (8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

53.10: In-School Suspension under M.G.L. c. 71, § 37H<sup>3/4</sup>

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

(4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

(5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

#### 53.11: Exclusion from Extracurricular Activities and School-Sponsored Events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H<sup>3</sup>/<sub>4</sub> or 603 CMR 53.00.

#### 53.12: Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H<sup>1</sup>/<sub>2</sub>

(1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under M.G.L. c. 71, § 37H or 37H<sup>1</sup>/<sub>2</sub>. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.

(2) The principal may remove a student who has committed a disciplinary offense under M.G.L. c. 71, § 37H or 37H<sup>1</sup>/<sub>2</sub> from school for more than 90 days in a school year.

(3) Any student who is removed from school for a disciplinary offense under M.G.L. c. 71, § 37H or § 37H<sup>1</sup>/<sub>2</sub> shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

#### 53.13: Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H<sup>1</sup>/<sub>2</sub>, and 37H<sup>3</sup>/<sub>4</sub>

(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

(3) 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 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 M.G.L. c 69, §§ 1D and 1F.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) 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.

(b) For each student expelled or suspended from school for more than ten 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.

#### 53.14: Student Suspension and Expulsion Data Collection and Reporting

(1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) 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 reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

(3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.

(4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

Regulatory Authority: M.G.L. c. 71 § 38R and Chapter 77 of the Acts of 2013

## APPENDIX G

### **The Revere Public Schools** **Restraint Prevention and Behavior Support Policy and Procedures** *(based on 603 C.M.R. 46.00, effective 1/1/16)*

#### **OVERVIEW**

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

#### **DEFINITIONS**

*Mechanical Restraint:* the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

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

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

*Physical Restraint:* direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

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

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

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

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

## **PROHIBITIONS**

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

## **SPECIFIC RIGHTS**

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119, § 51A.

## **REQUIREMENTS FOR USE OF TIME-OUT**

Time-out may be used only for the purpose of calming, it must be terminated as soon as the student has calmed, and it may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

During time-out, the student must be continuously observed by a staff member. The staff member will either be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for calming. The student may not be involuntarily confined alone in a room or in an area from which the student is prevented from leaving, as this would constitute seclusion, which is prohibited at all times.

## **REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT**

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

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

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

### ***Safety***

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

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

### ***Duration***

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately.

For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

### ***Follow-up***

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

### ***Prone and Floor Restraints***

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

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

## **REPORTING PHYSICAL RESTRAINT USE**

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

### ***Reporting within School and to Parents***

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

### ***Report Contents***

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

### ***Reporting to the Department of Elementary and Secondary Education***

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

## **ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE**

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

### ***Weekly Individual Student Review***

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

### ***Monthly School-Wide Review***

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

## **TRAINING REQUIREMENTS**



### ***General Training***

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

### ***In-Depth Training***

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4) (Crisis Prevention Institute certification training).

## **SPECIFIC PROCEDURES**

The District has partnered with The Crisis Prevention Institute to train highly qualified instructors within Revere Public Schools who then certify additional identified staff members in non-Violent Crisis Intervention. In addition CPI provides an overview within this policy (see appendix) available to all staff regarding appropriate responses to student behavior, methods to prevent student violence, self-injurious behavior, crisis planning, alternatives to restraint, and de-escalation techniques.

### **Restraint complaint procedure:**

Any complaints or questions not adequately answered by the building principal should be addressed to Richard Gallucci, Assistant Superintendent of Pupil Personnel Services located at Revere Public Schools Central Office, 101 School Street in Revere (781)-286-8226. All complaints will be thoroughly investigated and a supplemental report will be written.

### **Methods to engage parents in discussions about restraint prevention and the use of restraint solely as an emergency measure:**

Any special education student where concerns around possible behavior that may result in an emergency restraint should have active conversations during the team meeting process around restraint prevention and the use of restraint solely as an emergency measure. The Revere Restraint Prevention and Behavior Support policy will be available for parents to review as part of the student handbook, which they are required to sign off on and read.

**View complete [Restraint Prevention and Behavior Support Policy and Procedures](http://www.reverek12.org) at [www.reverek12.org](http://www.reverek12.org)**

Legal Authority  
603 C.M.R. 46.00  
Effective 1/1/16

## Home & School Involvement Compact

### Teacher:

It is very important that every student has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your student
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure that your student is successful
- Communicate with you about your student's progress
- Offer any additional supports or interventions that may help your student

Teacher\_\_\_\_\_Date\_\_\_\_\_

### Student:

My education is very important. I know that hard work will lead to success. Therefore, I agree to do the following:

- Come to school every day and on time
- Give my best effort on every assignment and test
- Consistently monitor my grades in each subject
- Seek help or guidance when I need it
- Complete my homework every day
- Be respectful and kind at all times
- Complete all mandatory requirements in a timely manner

Student\_\_\_\_\_Date\_\_\_\_\_

### Parent/Guardian:

I understand that a successful school experience is essential to my student's future success. I also understand that my active participation has a tremendous influence on my student's attitude and achievement. Therefore, I will do the following to the best of my ability:

- Ensure my student comes to school every day on time
- Ensure my student gets sufficient sleep
- Monitor my student's agenda book to support learning at home
- Establish at-home daily routines that will ensure homework completion
- Regularly contact my student's teachers and administrators for updates
- Attend parent/teacher conferences and other school events
- Monitor performance via Parent Portal, progress reports, and report cards

Parent/Guardian\_\_\_\_\_Date\_\_\_\_\_

## APPENDIX I MEAL CHARGE POLICY

The Revere School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

### **Meal Charges and Balances**

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

### **Payments**

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

### **Refunds**

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

### **Delinquent Accounts/Collections**

Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for parental assistance.

### **Policy Communications**

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adopted:

TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for Revere High School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen  
Director of Facilities and Maintenance