

PREKINDERGARTEN-GRADE 8 STUDENT HANDBOOK

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ELEMENTARY SCHOOLS

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English School 105 Woodville Street PHONE: 617-394-5013 FAX: 617-389-5116	Webster School 30 Dartmouth Street PHONE: 617-394-5040 FAX: 617-394-5043
Keverian School 20 Nichols Street PHONE: 617-394-5020 FAX: 617-394-5028	Webster School Extension 548 Broadway PHONE: 617-544-6990 FAX: 617-544-6011
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A Message to Parents from the Superintendent of Schools

We believe that a child's education is a cooperative undertaking between school and home.

Effective cooperation can take place on a sound base of adequate information. We need to know you, and you need to know the school system and its programs. Thus, in anticipation of the many questions that will occur to you relative to your child's school life, we are happy to provide you with this handbook.

In the *Student Handbook*, we will introduce you to the educational programs, general practices and policies of the Everett Public Schools.

The administration, faculty and support staff of the Everett Public Schools are fully committed to providing quality education to the children of Everett.

Sincerely,

Priya Tahiliani
Superintendent of Schools

MISSION STATEMENT OF THE EVERETT PUBLIC SCHOOLS

The Everett Public Schools will provide a stimulating, integrated educational environment for the intellectual, cultural, social and physical growth of all children while fostering the necessary concepts, attitudes and skills for further growth. This environment will encourage each student to develop the needed skills and sensitivity for living effectively and responsibly.

It is the Everett Public Schools' responsibility, in cooperation with the community, to provide the best possible education for all children. The schools will offer the opportunity for decision-making, self-actualization and continued personal development while realizing that there are diverse capabilities in every human being.

The local community will provide the necessary financial support and active participation in the educational process to ensure the desired results.

To support the Mission Statement, the Everett Public Schools will adhere to the following principles:

1. To accept all students for who they are.
2. To accommodate the varying learning styles and learning rates of all children.
3. To develop self-esteem in all students.
4. To respect cultural differences within the student population.
5. To educate all students to become lifelong learners.
6. To maintain high levels of expectations and to provide opportunities for all students to reach their maximum potential.

Everett Public Schools Vision Statement

All students will be participants in their own development, globally connected, and fully prepared for the twenty-first century.

Everett Public Schools Core Values

Our core values align with our mission statement on behalf of Everett's children. They are as follows:

EQUITY & ACCESS

The educational achievement of our students is our top priority. The Everett Public Schools is committed to promoting policies and curriculums that create learning opportunities that are accessible to all students. We are dedicated to ensure that every student regardless of background, culture and religion meets our high standards for achievement, engagement, and personal growth.

CELEBRATION OF UNIQUENESS

Our community's greatest resource is its diversity. Our instructional leaders are dedicated to preparing our students for a diverse society. We know the benefit that can come from having our teachers expose students to various languages, opinions, cultures and experiences. When we recognize and welcome our differences, we discover our common humanity.

COLLABORATION

The Everett Public Schools encourages and supports collaboration between all. Children learn from what they see adults see and do. Therefore, it is imperative that the children see teachers, parents, and leaders working well together. The Everett Public Schools actively seeks out partnerships with various community organizations.

CULTURE OF LEARNING AND INNOVATION

We as educators are life-long learners. This requires us to be current on trends, seek outside expertise when necessary and embrace new approaches that benefit all of us. We must learn to quickly adapt to change.

WAYS PARENTS CAN SUPPORT YOUR CHILD

1. Regardless of your child's age, set a regular bedtime and/or curfew.
2. Allow plenty of time for getting ready in the morning.
3. Provide an alternate plan for getting your child to school on time.
4. Make every possible effort to schedule doctor, dentist and other appointments after school hours.
5. When you must schedule appointments during the school day, try to stagger them so that your child does not miss the same class every time.
6. If your child must be out of school for an appointment, make every effort to get them back to school for at least part of the school day.
7. Refuse to view tardiness as acceptable behavior.
8. Refuse to write excuses for anything other than a legitimate absence.
9. Discourage early dismissals.
10. Talk to your child about responsibility and the need to develop good work habits and positive attitudes now.
11. Plan family vacations in accordance with the school calendar.

12. If you know in advance that your child must be absent, notify their teacher(s) and make sure that your child understands his/her responsibility for making up work that is missed.
13. Do not send a child who is ill to school. Use good judgment.

* The term “parent,” as used in this Handbook, includes a student’s father, mother, legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the student’s father, mother or legal guardian. (delete entire section)

SCHOOL ENTRANCE

A. Registration

Registration opens in May of each year for children who will be entering school for the first time. Notification appears in local newspapers and is sent home by notices with students.

For Preschool, children must be three (3) or four (4) years of age before September 1st of the school year in which they will enter.

For Kindergarten, children must be five (5) years of age before September 1st of the school year in which they will enter.

Students who transfer from another school will be placed in the appropriate grade level according to their age level.

Children who are six (6) years of age before September 1st of a school year, and who never have attended school, may enter Grade 1. Parents who wish to have their child begin Kindergarten at age six (6) should discuss their decision with the Principal.

Registration is at the Parent Information Center located at the Keverian School (entrance is at the back of the building). Please call (617) 544-6955 to make an appointment to register your child. Registration must be done in person.

B. Pre-Kindergarten and Kindergarten Screening

Within the first week of entering Pre-Kindergarten, all students are screened. The following documents must be completed by the parent.

- Massachusetts School Health Record – to be completed by the child’s physician
- Health Questionnaire – to be completed by the parents
- Family Data Questionnaire – to be completed by the parents
- Three (3) Emergency Cards – to be completed by the parents

Pre-Kindergarten and Kindergarten screening is mandated by federal and state law. The screening is a general assessment of your child’s physical, social, emotional and intellectual development. It is not a readiness test or an evaluation. Its purpose is to gain as much information as possible to enable the school to identify those children who may need additional support in school and to meet those children’s needs. The Kindergarten teacher, guidance counselor, school nurse, and speech therapist will interview you and your child.

C. Pupil Placement

Class placement of elementary pupils is the sole responsibility of the Principal, after consultation with and input from appropriate staff members.

D. Open Enrollment Policy

Everett maintains an open enrollment system, whereby any parent may place his or her child in any school throughout the city as long as there are open seats available in the receiving school. In order to obtain a placement outside of your district, the following three conditions must be met:

- A written request must be made by the parent to the Principal of the receiving school, and the transfer must be approved by the Assistant Superintendent or the Superintendent of Schools.
- The receiving school must have room available for the child.
- The parent must assume full responsibility for transporting the child to and from school.

E. Chapter 74 Vocational Technical Education Program Policy

All 8th graders interested in exploring Chapter 74 Vocational Technical Programs will be afforded those opportunities at Everett High School.

HEALTH PROGRAMS

A. Immunizations

Students will be expected to have received the flu vaccine by December 31, 2020. (delete yellow)

Preschool and Kindergarten

Massachusetts law requires that before a child may be admitted on the first school day of the year, a completed physical examination form and a completed and updated record of immunizations must be presented to the school.

To enter school, every child is required to have the following immunizations/screenings:

For Preschool:

- 4 Diphtheria/Pertussis/Tetanus (DPT)
- 3 Polio
- 1 Measles/Mumps/Rubella (MMR)
- 1 Chicken pox (Varicella) or a physician-certified reliable history of chicken pox
- 3 Hepatitis B
- 1 Lead poison screening
- 1 Tuberculosis screening or PPD test
- 3 Doses HIB Vaccine
- Physical

For Kindergarten:

- 5 Diphtheria/Pertussis/Tetanus (DPT)
- 4 Polio
- 2 Measles/Mumps/Rubella (MMR)
- 2 Chicken pox (Varicella) or a physician-certified reliable history of chicken pox

- 3 Hepatitis B
- 1 TB Screen or PPD Test
- 1 Lead Poison Screening
- 4 Doses HIB Vaccine
- Physical

Kindergarten students also must have a certification of having passed a vision screening within twelve (12) months prior to entering school or within thirty (30) days after the start of the school year.

No child will be admitted to school without the required records.

Grades 1-8

Children in Grades 1 through 6 whose immunization schedule has been interrupted are required to have the following immunizations:

- 5 Diphtheria/Pertussis/Tetanus (DPT) or 3 Tetanus/Diphtheria (Td)
- 4 Polio
- 2 Measles/Mumps/Rubella (MMR)
- 3 Hepatitis B
- TB screening or PPD
- 2 Varicella

Such students may remain in school until the next dosage is due. Those who exceed the specified time interval become candidates for exclusion from school unless administration of immunization is scheduled within fifteen (15) school days.

Children entering Grade 7 must have proof on the first day of school that they have had the following immunizations:

- Tetanus/Diphtheria booster or Tetanus/Diphtheria/Pertussis (Tdap)
- Chicken pox (Varicella) or a physician-certified reliable history of chicken pox

B. Communicable Diseases

If a child contracts a communicable disease, that child will be sent home from school. Once the child is well, they must present a doctor's certificate for readmission to school. A parent/guardian or a person designated by the parent/guardian always is notified before a child is dismissed.

C. Health Services

Hearing and vision testing will be conducted yearly to meet Massachusetts Department of Public Health guidelines. Postural screening is done in Grades 5-9. Children are also weighed and measured in Grades 1, 4, 7 and 10 according to the Department of Public Health regulations. If a child should not meet the guidelines set up by the Massachusetts Department of Public Health, a form will be mailed home to the child's parent(s)/guardian(s).

Physical examinations are required of all students entering Pre-School, Kindergarten and students who are new to the district. This exam must be conducted by the child's doctor. Physical examinations also are required in Grade 4 and Grade 8. Parents then have the option of submitting an examination report from their family doctor.

D. Health Center

Everett Teen Health Center at Everett High School, 100 Elm Street, Everett, MA 02149. Telephone: (617) 843-0700, Email: www.challiance.org/locations/teen_health_everett.shtml. The Everett Teen Health Center is one of four school-based health centers operated by Cambridge Health Alliance. Health Services at Everett Teen Health Center are provided by expert clinicians and include the following:

- Teen-friendly primary care
- Reproductive care
- Health education
- Mental health care and counseling services

The Teen Health Center is closed during the following school vacations:

- Thanksgiving Day and the Friday after Thanksgiving Day
- Christmas through New Year's week
- February and April school vacation weeks

When the Health Center is closed, telephone calls made to the Center will be forwarded to the CHA Revere Family Health Center, which will provide assistance with health care needs.

E. Policy for the Dispensing of Medications

- The Everett Public Schools are and will continue to be in full compliance with Massachusetts General Laws Chapter 71, Section 54B and Department of Public Health regulations governing the administration of medications, including psychotropic medications, in school settings.
- Except as specifically allowed by law and in accordance with applicable regulations relating to students with asthma or other respiratory diseases, life-threatening allergies, cystic fibrosis or diabetes, prescription and nonprescription drugs must be administered by the school nurse or his/her designee.
- All medications will be housed in the school nurse's office, except that EpiPens may be housed in alternative sites within the school. Parents/guardians must deliver medications directly to the school nurse. Medications must be in pharmacy-labeled bottles. (Ask the pharmacist for an additional labeled container for school medications.)
- Medication administration should be requested only if the medication schedule will not allow for home administration. For example, most antibiotics are on schedules that allow for home administration.
- Medical forms may be found at the end of the *Student Handbook*.

F. District Wellness Policy

The Everett Public Schools is committed to providing a school environment that enhances awareness and learning of lifelong wellness.

Through the following Wellness Committee goals, the school district will provide developmentally appropriate nutrition and physical education by:

- Providing child nutrition programs that comply with federal, state and local requirements
- Ensuring that child nutrition programs are accessible to all children
- Promoting and providing interdisciplinary nutrition education
- Ensuring that meaningful physical activity connects to students' lives
- Providing and promoting school-based activities that are consistent with local wellness policy goals
- Ensuring that foods and beverages made available on campuses are consistent with current *Dietary Guidelines for Americans*
- Ensuring that foods made available on campuses adhere to food safety regulations
- Providing school environments that are safe, comfortable and pleasing and that allow ample time for eating meals
- Ensuring that food and physical activity are not used as a reward or punishment

The complete District Wellness Policy for the Everett Public Schools is on the district's website.

DEVELOPMENTAL PRESCHOOL POLICIES

A. Personal Hygiene Plan

- All parents/guardians are required to maintain a complete, clean change of labeled clothing at the school.
- Teachers will periodically ask children if they need to use the toilet facilities. Teachers will assist the children in use of these facilities, in managing clothing and in encouraging good hygiene.
- In the event of a toileting accident, a member of the child's teaching team will assist the child in changing of clothing. Soiled clothing is placed in a double bag and returned home with the child. Parents/guardians should send in a clean change of clothes on the next school day.
- Staff and students will wash their hands thoroughly after using the bathroom facilities.
- Children placed in the preschool program must be toilet trained upon entry into the program.
- Children with special needs, as identified in their Individualized educational Plan, may be placed in the classroom without being toilet trained if, as a result of their disability, they require diapering and changing as part of their individual program.

B. What Your Child Will Need to Bring to School

It is recommended that you send your child to school with a nutritious snack, napkin and drink daily. A smock for art activities is also necessary. An old tee-shirt or a short-sleeved shirt should serve the purpose well. Please check your child's cubby periodically to determine if the smock needs to go home for laundering. Please be sure to return it on the next school day.

C. Health

Since providing sound medical health services in children's early years has an impact on them for the rest of their lives, providing for your child's health needs is a significant responsibility and commitment. If you require or request community services, we will be available to direct you accordingly.

Your child must have had appropriate immunizations and a lead poisoning screening before he or she may enter preschool or Kindergarten. For specific information regarding immunizations, please refer to the Health Programs section of this Handbook or contact the Board of Health at 617-394-2314.

D. General Health and Safety Rules

- Shoes and socks must be worn to school.
- Please put band-aids on open cuts or wounds.
- If your child appears to be sick in any way, i.e., elevated temperature, diarrhea, cold symptoms, cough, etc., please keep him/her home.
- Please be sure that there is someone who can be reached at home or that there is a working phone number on the emergency card where we may reach you in case your child becomes ill during school hours.
- Please send nutritional snacks/lunch with your child. Your child's teacher is available to assist you. You will find examples of nutritional snacks in our brochures, the public library and the school nurse's office.

E. Arrival and Departure

We gratefully appreciate your cooperation with our Arrival and Dismissal Policy. All parents/guardians are expected to be prompt at arrival and dismissal times.

In order to ensure the safety of each child, children will be sent home only with their parents, or an adult designated by the parents. We are unable to release your child to anyone whom you have not specifically designated. It is extremely important that you do not send an unfamiliar adult to pick up your child without informing us first. Positive identification will be required. Photo identification will be requested and kept on file.

F. Preschool Attendance

If a preschool child is absent on ten (10) occasions, the child's parent(s)/guardian(s) will be asked to attend a conference. If a preschool child is absent more than twenty (20) days in a school year, the child may be withdrawn from the program, and the parent/guardian(s) will be notified of the child's withdrawal in writing. The Principal of the preschool program may dismiss any child who is habitually tardy or absent from school.

G. Emergencies

In the event that your child should become ill or hurt during the school day, we will call you at the telephone numbers listed on the child's emergency card. Because sick children feel better when they receive immediate attention from their parent/guardian, it is important that we be able to reach you as soon as possible. **Therefore, please be sure that the telephone numbers you provide are current, and notify us at once should any changes occur in your address(es) or the people we should notify.**

If it is judged that your child needs to be taken to a hospital, an ambulance will be called. Every effort will be made to contact you immediately. However, if that is not possible (e.g., children are at the park or a similar setting where there is no phone), you will be called as soon as your child arrives at the hospital.

SCHOOL SESSIONS

A. School Hours: Kindergarten through Grade 8: 7:45 a.m. to 2:30 p.m.

- Students are to enter the school building at 7:45 a.m.
- Students are marked tardy after 8:00 a.m.

Normal dismissal time for all students is at 2:30 p.m.; however, students may remain after the close of school until 3:30 p.m. to make up lessons.

B. Daily Admittance To and Dismissal from School

- In order to maintain safety, students are not allowed to enter the schools before 7:30 a.m. Before that time, teachers are engaged in classroom preparation activities and are not available for playground supervision.

C. Breakfast and Lunch Program

- The Everett Public Schools provides mandated breakfasts and lunches for students in Grades PK-8 who are in school all day. Half day preschool students receive breakfast only. (change)
- All students in the Everett Public Schools receive free breakfast and lunch.
- Notification will be given regarding the cost of lunch and milk. (delete)
- Monthly lunch menus are published in advance on the Everett Public Schools website at www.everettpublicschools.org. (change)
- Parents/guardians will be notified in advance if breakfast or lunch is not going to be served on a particular day. (delete)

D. Noon Dismissal and Early Release Days

Students will be dismissed at noon on the Wednesday before Thanksgiving, on December 23rd, and on the last day of school. **On noon dismissal days a grab and go lunch will be available to all students. (change)**

Parent/guardian(s) are notified in advance of “early release days.” Those whose children attend afternoon private day care programs should notify their day care provider of “early release days.”

E. Emergency Dismissals

On infrequent occasions it may be necessary to dismiss students before the regular dismissal time due to rapidly deteriorating weather conditions or other emergencies (no heat, water leak, etc.). Parents/guardians are advised to make arrangements for their children at the start of the school year, in the event that school must be closed early due to an emergency.

F. School Cancellations

Schools will be in session except in the event of inclement weather or other emergency conditions. The Everett Public Schools does NOT have early release or delayed starts, except in the case of

emergency situations. Television stations will provide school cancellation announcements on Channels 4, 5, 7 and the FOX network.

All schools use a “Reverse 911” computerized telephone messaging system to notify parents of school cancellations. Therefore, it is imperative that a current telephone number is on file in the Principal’s office.

Please do not telephone local officials, including the police, fire department or schools regarding “no school” announcements. It is important for these telephone lines to be available for emergency situations.

G. Days on Which School Is Not in Session

Schools are not in session on the following days:

- Every Saturday and Sunday
- Labor Day
- Columbus Day
- Professional development days in September and November
- Veterans’ Day
- The Wednesday prior to Thanksgiving Day will be a noon dismissal day; schools will be closed on Thanksgiving Day and the Friday immediately following Thanksgiving Day
- The week during which the winter holiday break is celebrated
- New Year’s Day
- Martin Luther King, Jr. Day
- The week during which Presidents’ Day is celebrated in February
- The week during which Patriots’ Day is celebrated in April
- Good Friday
- Memorial Day
- Juneteenth Day (add)
- The last of school will be a noon dismissal
- The summer recess

When any of the single days listed above occurs on a Sunday, school will not be in session on the following Monday. In addition to these “no school days,” the Chairman of the School Committee may instruct the Superintendent to dismiss all schools on extraordinary occasions of general interest.

LOST AND FOUND

The main office at each school is the Lost and Found center for the school.

STUDENT RECORDS

A. Emergency Information

It is vitally important in times of emergency that we are in possession of information that will enable us to contact parents immediately and directly. For this reason, we ask all parents to update us with **any change in a telephone number, home address, or place of employment. This information should be reported to the school at once. (change)**

B. Withdrawal-Transfer Procedures

If a family moves during the school year, the parent(s)/guardian(s) must come to the school to sign a records release form. The school provides the parent(s)/guardian(s) with a transfer card, containing appropriate information that the new school will need. This transfer card includes a record of the student's immunizations. The new school must request records directly from the old school before a student's records will be mailed out. Once the new school requests the records, the old school will send the records without requiring consent from the parents. Student records are not given to the parent to take to the new school. If the records release form is not signed before moving, the student's records will be forwarded to the new school upon the written request of the receiving school.

C. Student Records

Access of Staff, Custodial Parent and Eligible Student to Student Records. Student records are stored in the schools and are utilized and updated by authorized school officials who work with or provide services for the child (administrators, teachers, guidance counselors, specialists, etc.). An authorized school official has the right to have access to student records, if he/she needs to do so in order to fulfill his/her professional responsibilities.

A parent and an eligible student (fourteen (14) years of age or older) have the right to inspect the student's records upon request. Such requests should be submitted in writing to the Principal. The records must be made available within ten (10) days of the initial request, unless the parent or eligible student consents to a delay. The parent and eligible student have the right to receive a copy of any of the student records; however, the school has the right to charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may ask the Principal to have parts of the records (for example, test scores and other evaluative data) interpreted by a qualified professional from the school or may invite another person of their choice to accompany them to review and interpret the records

.When the Department of Children and Families has custody of a student, it is expected that the DCF social worker will have access to that student's education records. For students in DCF custody, DCF social workers should be provided the access with the same type and degree as parents. When DCF is granted custody of a child, the DCF social worker assigned to the student will present a *Notice to LEA* form to the District's Foster Care Point of Contact (FCPOC). Access to education records and data should be extended to DCF social workers as soon as possible and ideally **no later than five working days after receipt of a Notice to LEA form. (new- change in regulation)**

Access of Non-Custodial Parent: A non-custodial parent is eligible to obtain access to the student records of his/her child, unless:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or

- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

In order to obtain access to student records, the non-custodial parent must submit a written request for the student record to the Principal. When the Principal receives such a request, the school will notify the custodial parent immediately by certified and first class mail, in English and in the primary language of the custodial parent. The Principal will inform the custodial parent that the school will provide the non-custodial parent with access to the student records after twenty-one (21) days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access for one of the reasons stated above.

When the school provides a non-custodial parent with student records, it will delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent, as required by law. In addition, such records must be marked to indicate that they may not be used to enroll the student in another school.

Upon receipt of a court order that prohibits the distribution of student record information to a non-custodial parent, the school will notify the non-custodial parent and will cease to provide him/her with access to the student records.

Amendment of the Student Record. A parent or eligible student has the right to add information, comments, data, or any other relevant written material to the student record. A parent or eligible student also may request in writing that information in the student record be deleted or amended, except that information that was inserted by the student's Evaluation Team will not be subject to such a request until after the Evaluation Team Educational Plan has been accepted, or, if rejected, the special education appeal process has been completed.

Any deletion or amendment of the student record shall be made in accordance with the procedure described below:

- If the parent or student is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material, the parent or student shall present the objection in writing and/or in a conference with the Principal or his/her designee.
- The Principal or his/her designee shall provide the parent or eligible student with a written decision, including a statement of the reasons for the decision, within one week after the conference or receipt of the objection, if no conference was requested. If the Principal's decision is in favor of the parent or student, the decision shall be promptly implemented.

Release of Directory Information. The school may release some or all of the following directory information regarding students during the course of the school year: a student's name, address, major field of study, dates of attendance, weight and height, if a member of an athletic team, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans. **If a parent or eligible student does not wish to have this information released, the parent or eligible student must so notify the Principal**

Destruction of Student's Temporary Record. Student records are comprised of the student's permanent record (transcript) and the student's temporary record (all other records, including, for example, documents relating to the student's registration, attendance, discipline, standardized test scores and

special education IEPs and assessments). A student's transcript is kept by the school district for at least sixty (60) years following his/her graduation, transfer or withdrawal from the school system.

A student's temporary record will be destroyed by the school district within five (5) years after the student transfers, graduates or withdraws from the school system, provided that a parent or eligible student may receive a copy of any of the information in the student's temporary file before it is destroyed. School authorities also may destroy misleading, outdated or irrelevant information in the student's record from time to time, while the student is enrolled in the school system. In either case, the school will provide written notice to the parent or eligible student prior to the destruction of the student's records, to give them an opportunity to obtain a copy of the records.

Further information regarding the Massachusetts Student Records regulations, 603 CMR 23.00, et seq., and the Family Educational Rights and Privacy Act (FERPA) is available in each school's Guidance office.

CLASSROOM VISITATION

A. School Visitors

The Classroom Visitation Policy is located on the district's website.

The safety of the children is of the utmost importance. School doors are kept locked at all times; therefore, all visitors with any legitimate reason for visiting the school must ring the doorbell at the main entrance. After entering, the visitor then should go directly to the Principal's office where he/she should state the reason for visiting. The Principal or his/her designee has the authority to determine whether a visitor is permitted in the school.

B. Communication Procedures

- Communication between home and school is encouraged and should be open at all times. Teachers and Principals are always happy to meet with parents to discuss concerns or pupil progress.
- Teacher conference nights are held three (3) times per year.
- Parent(s)/guardian(s) who wish to make immediate visits with teachers should call the Principal's office or send a note requesting an appointment. Teachers cannot interrupt their classrooms to talk on the telephone; but they will return a call as soon as possible.
- Parents can also communicate with teachers via email using the teacher's work email address, as well as applications (apps.) such as Class Dojo, Remind, etc.
- Appointments with teachers should be made before or after school in order not to disrupt the classroom routine.

ELEMENTARY SCHOOL CURRICULUM

A. Curriculum Areas

The Everett Public Schools provides instruction in the following curriculum areas:

English Language Arts
Mathematics
Social Studies
Science

Health
Physical Education
Art
Technology/Computers

B. Curriculum Development

The Everett Public Schools' curriculum reflects the three objectives of the Massachusetts Education Reform Act of 1993: instructional strategies that meet the academic needs of students, uniformity of integrated curricula and teacher and pupil assessment of learning. The Common Core State Standards provides the strands and learning standards for the content taught in all schools through the integration of all subject areas.

Thus, the common core provides guidelines to ensure a coherent plan for the ongoing assessment, development, implementation and evaluation of the curriculum. This plan is a statement of commitment by the faculty of the Everett Public Schools to continue to provide quality education to the children of Everett.

OTHER AREAS OF SERVICE

A. Remedial Services

Student's may be referred to remediation programs after each child's needs have been identified through assessment and diagnostic testing. Title I supplements the citywide program by providing federal funds to increase the remedial services in Reading and Mathematics. Federal guidelines are strictly followed for qualifying schools and students. The Title I Handbook is available on the district's website. (Attached as Appendix J)

B. Guidance Department

Guidance services are provided for students in need in all schools. The department also administers the state-mandated assessment testing.

C. Audio Visual Education Department

This department includes individual school libraries and houses a large collection of software, which complements all curriculum areas.

D. Music Department's Instrumental Program

Instrumental lessons are provided to students in Grades 5-8. Any student who has his or her own instrument is welcome to participate. The Music Department holds an instrumental demonstration and a meeting for parents who wish to rent instructions for their children in September.

E. Special Education Classes

In accordance with federal and state law, the school district provides special education services to students who have been identified as having a disability and who require specialized instruction in order to access the curriculum. The Special Education Department provides an array of services for special education students. The school district has established classes for students who are unable to access curriculum within a general classroom, and provides services within the general classroom for

students who can function there with the help of a moderate special needs teacher or other special education staff member(s).

Parents/guardians who feel that their child is in need of additional remedial services should consult with the Principal and/or classroom teacher before a referral is made to the Special Education Department.

All qualified elementary and secondary public school students who meet the definition of an individual with a disability under Section 504 are entitled to general regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. Section 504 also requires, among other things, that a student with a disability receive an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability. Parents who feel that their child is in need of a 504 Plan should consult with the Principal or guidance counselor to make a referral for a 504 evaluation.

F. English Learner (EL) Program

In accordance with federal and state law, the English Learner (EL) Program is responsible for identifying students who are not proficient in the English language and for providing those students with English language instruction to develop proficiency in reading, writing, speaking and listening in English.

Incoming students are screened, using a Home Language Survey in the family's primary language. If a language other than English is reported on the Home Language Survey, an assessment (WIDA Screener for grades 1-12, W-APT for Kindergarten, and Pre-Las for Pre-K) is given to determine the student's English language proficiency level. **Students whose test results are under the proficiency thresholds determined by the Massachusetts Department of Elementary and Secondary Education are identified as English Learners (EL). ELs are placed in Sheltered English Instruction (SEI) classrooms, where they receive sheltered content instruction in English.** SEI is defined as an English language acquisition method for children where curriculum and presentation are designed to develop academic content alongside English development. Books and instructional materials are in English, and all reading, writing and other subjects are taught in English.

Families of ELs may opt-in to SEI programs that include explicit English as a Second Language instruction using a curriculum based on the WIDA ELD standards and instruction tailored to students' proficiency levels and delivered by a licensed English as a Second Language teacher. These SEI programs are available at the Parlin School grades 1-8, Keverian School grades 1-8, the Lafayette School grades 1-8, and the Whittier School grades 1-6.

Families of ELs may opt-out of SEI Programs with ESL instruction. **The district** documents the family's decision and creates a schedule for the EL that does not include direct ESL instruction. The student will continue to be classified as an EL and must participate in the ACCESS English Language Proficiency assessment annually until he or she meets the criteria to exit the designation of English Learner. All ELs in the district will **be provided equitable access to the curriculum.**

English Learners who obtain English proficiency and who meet the state's criteria to exit English Learner status will be classified as Former Limited English Proficient (FLEP). Their progress will be monitored for four (4) years thereafter. Students who are struggling after becoming FLEP can be reclassified as English Learners after thorough review by the student's teachers.

Under certain circumstances, parents may request a waiver to have the student transferred to a bilingual program, such as a two-way bilingual program or another generally recognized educational methodology permitted by law. A parent seeking a waiver for a student must apply annually by visiting the student's school and providing written informed consent for the waiver.

- For students under the age of 10, waivers are allowed in the following circumstances: (a) the student has been placed in an English language classroom for at least thirty (30) school days prior to the submission of the waiver application; (b) school officials have documented in writing that the student has special and individual physical or psychological needs, separate from the lack of English proficiency, that require an alternative course of study, and such documentation is included in the student's permanent school record; and (c) the Principal and the Superintendent have indicated their approval of the request by signing the waiver application.
- For students age 10 and older, waivers are allowed when it is the informed belief of the Principal and educational staff that an alternative course of study would be better for the student's overall educational progress and rapid acquisition of English.

REPORTING PUPIL PROGRESS

A. Grade Reporting

Report cards are issued to students in Grades Pre-Kindergarten and Kindergarten in January and June. Report cards are issued to students in Grade One in January, April, and June. Students in Grades 2 through 8 receive report cards in November, January, April, and June.

When report cards are issued, they are sent home for review. Parent/guardian(s) must sign their name on the report card envelope and have the student return the envelope to their homeroom teacher. The parent(s)/guardian(s) signature does not mean that the parent approves of the marks, but merely is evidence that the parent viewed the report card.

Supplementary reports are issued mid-way through each quarter. With the approval of the Principal, a teacher may send a supplementary report at other times. Parent(s)/guardian(s) are encouraged to contact their child's teacher immediately, when a supplementary report is issued. The issuance of a supplementary report usually is an indication that the child is having some difficulty and a meeting with the teacher could help correct the problem.

B. Grading System for Academics

Report cards are based on student performance and teacher observation. They indicate the student's standing from the beginning of the reporting period to the end of the reporting period. Marks are not cumulative. Each reporting period is independent of the previous period. The final grade is the average of the grades reported in each reporting period on the report card. All subjects graded are based on the Massachusetts Common Core.

Students receive letter grades in English/Language Arts, Mathematics, Social Studies and Science. They receive a grade of Pass or Fail in Art, Computer, Health, Library, Music and Physical Education, which are marked by the specialists.

C. Incomplete Grades

When a student receives an incomplete grade due to absences, the student will have up to fifteen (15) school days to make up the work.

D. Letter Grades/Averages, Grades 3-8

Letter Grades/Averages	
A+ 97-100	C 73-76
A 93-96	C- 70-72
A- 90-92	D+ 67-69
B+ 87-89	D 63-66
B 83-86	D- 60-62
B- 80-82	F 0-59
C+ 77-79	FA – Failure due to Absences
INC Incomplete	

E. High Honor, Honor, and Credit- Grades 6-8

Outstanding achievement recognition is based on grades in the following subjects: Mathematics, English language Arts, History, and Science.

High Honors:	All A's in every subject
Honors:	More A's or an equal number of A's and B's
Credit:	Any combination of A's and B's with no more than one C
All students must achieve a passing grade (P) in all other subjects.	

PROMOTION STANDARDS

A. Preschool and Kindergarten

The program in Preschool and Kindergarten is based upon readiness to prepare students for the next grade. Preschool and Kindergarten teachers are the best judges of the readiness of each student to master the next grade's curriculum. Although parent(s)/guardian(s) have the right to place their children in the next grade at the appropriate age, in accordance with the school district's enrollment policies, emphasis should be placed on the teacher's recommendations.

Students who are in need of more readiness work at the end of one complete year, or students who have not completed a full year, may repeat that grade with the approval of their parent(s)/guardian(s) and upon recommendation from the school. Parent(s)/guardian(s) will be made aware of their right to place the student and shall be asked to sign the agreement form.

B. Grades PK-2, Standards-Based Report Cards

The change to Standards-Based Report cards comes from our belief that our previous report card at these grade levels did not fully communicate what students are expected to know and be able to do as set forth by Massachusetts Curriculum Frameworks. The format of the report card allows us to define standards for each grade and determine how well students are progressing in meeting the standards.

Student progress will be reported as:

Needs More Practice (1): The student is not making progress towards the standard.

Progressing (2): The student is progressing satisfactorily in their progress towards the standard with assistance of the teacher.

Meeting (3): The level of progress that the student is making is well-developed and the student is producing quality work.

Exceeding (4): The student is progressing at an exceptional level and is producing high-quality work, consistently in regard to the standard.

C. Grade 3

Promotion is based on the student's composite score in English/Language Arts and Mathematics. To be promoted, a student must have the necessary Reading and Math skills at the end of the school year to succeed at the next grade level.

D. Grades 4, 5 and 6

Promotion is based on the number of major subjects passed. The four major subjects are English/Language Arts, Mathematics, Social Studies and Science. To be promoted, a student must pass at least three major subjects, one of which must be English/Language Arts or Mathematics.

E. Grades 7 and 8

Promotion is based on the number of major subjects passed. The four major subjects are English/Language Arts, Mathematics, Social Studies and Science. To be promoted, a student must pass three major subjects.

Subject to the approval of the Principal, a student in Grade 7 or 8 who fails a major subject may be allowed make up the failed course by attending summer school, as long as the summer school meets the standard number of summer school hours adopted by the Everett Public Schools.

F. Grades 7 and 8 Summer School

Policy for Potential Repeaters (failing two or more subjects)

If it appears that a student in Grade 7 or 8 is failing English/Language Arts or Mathematics and may not be promoted, a letter will be sent to the student's parent in May to schedule a meeting to discuss the student's grades.

If the student's grades do not improve and it appears in June that the student still is failing English/Language Arts or Mathematics and is in risk of not being promoted, a second letter will be sent to the student's parent, and a meeting will be held to discuss the student's participation in summer school.

G. Advancement/Referral

A student who is not promoted may be advanced to the next grade level.

Any student who, at midyear, presents a substantial risk of non-promotion (i.e., is failing in two or more major subjects), or who fails to be promoted at the end of the year, or who has been suspended for more than five (5) school days in any quarter, or who has been absent without medical excuse for more than fifteen (15) school days in any quarter, has the right to be referred by a parent to the Director of Special Education for an evaluation.

ATTENDANCE POLICY

A. Absences-Tardiness

The Everett Public Schools recognizes the importance of regular attendance as a factor in successful academic achievement. Consistent participation in school and school-related activities is important for making a successful transition from youth to adulthood. Massachusetts law requires that every minor child, between the ages of six (6) and sixteen (16), attend school. Every student is expected to be in school whenever school is in session.

Student tardiness and truancy frequently are behavioral indicators that a student is experiencing stress or other difficulties in his or her life. Paren(s)t/guardian(s) are legally responsible for ensuring that a child under their control attends school daily. It is unlawful for anyone to willfully induce or attempt to induce a minor to miss school, and to employ or to harbor a minor who should be in school.

The reasons accepted by the Everett Public Schools to excuse a student's absence from school are the following:

- Personal illness: Generally, absences due to illness are not excused absences. A doctor's note **is recommended** after five (5) consecutive days of absence.
- Family emergency
- Emergency medical and dental appointments. Parent/guardian(s) should schedule routine appointments for after-school and weekends
- Mandated court appearances, as victim or witness
- Observance of religious holidays
- Emergency or another legitimate circumstance that makes attendance at school impossible

A written note, signed by the parent, is recommended in all instances of absence.

Students will be provided with an opportunity to make up work missed during their absences, but students are responsible for making up the missed work. Students must make up work on the teacher's make up night or during some other pre-arranged time. If a student's absence is expected to be of unusual duration, the student's parent/guardian(s) should notify the school office, and the possibility of home instruction will be considered.

The parent of a student will be notified by the school, in the following events:

- A student has five (5) or more days of unexcused absence in a school year.

The Principal or designee (add) will make an effort to meet with the parent/guardian(s) of a student who has five (5) or more unexcused absences to develop action steps to encourage student attendance.

Preschool and Kindergarten

The Everett Public Schools provides an optional preschool program to qualified residents and a Kindergarten program. Because Massachusetts law does not require these programs, they are offered as a privilege. Preschool and kindergarten students must follow all attendance requirements as those for elementary school students (see below).

Elementary Schools (Grades 1-5)

Attendance: When a child must be absent from school, a parent must telephone the school before 8:00 a.m., or the parent may telephone and leave a message at the Main Office. If the school is not informed, there is no way to determine if a child has left home and has not arrived at the proper destination. The school system will make an effort to contact the parent/guardian (add) to follow-up on any student whose parent has not telephoned. Parents should telephone or make an appointment to visit with their child's guidance counselor if there are any problems or situations of which the school should be aware.

Students who are chronically absent are subject to the following procedures:

- After five (5) absences, a meeting will be called to include the parents, the student, and the Principal or his/her designee.
- After ten (10) absences, another meeting will be called with the same individuals. The Supervisor of Attendance may be involved.
- After fifteen (15) absences, the Everett Public Schools may involve the Department of Children and Families and/or the court.
- Students who have more than twenty (20) absences during a school year may be required to repeat their current grade or to attend summer school.

Tardiness: All students must be in class and ready for work at the start of school each day. Student punctuality in Pre-school through Grade 5 will be monitored on a regular basis, and tardiness will not be permitted. In Grades 6 through 8, the fourth instance of tardiness and each subsequent instances of unexcused tardiness may (change) result in the student being required to attend administrative detention. In the event that a student is habitually tardy, further administrative action will take place, including but not limited to a meeting with the student's parents, the Guidance Counselor and the Attendance Officer.

Elementary Schools (Grades 6-8)

Attendance: Students who are absent for MORE THAN FIVE (5) DAYS in the quarter may receive a grade of FA (failure due to absences) for that quarter. Students who receive a grade of FA, but are otherwise passing, will be given an average of 59. If a child is failing both academically and due to absences, the failing grade will remain as the grade for the quarter. Similarly, students who are absent for MORE THAN THIRTY-FIVE (35) DAYS in the school year, but are otherwise passing, will receive a grade of FA (59%) as the final grade. Extenuating circumstances may be considered when presented to the administration **on the day of return from an absence.**

If a student receives a grade of FA in any of the first three quarters of a school year, but in the very next quarter improves his/her attendance and passes the course that quarter, the student's grade from the previous quarter will be changed back to their original academic grade.

Any student who is failing due to excessive absences, even if the student otherwise would be passing academically, may be excluded from participating in end-of-year activities and will be considered for retention.

If a student's absences exceed thirty-five (35) days for the school year, they may not be allowed to attend summer school to make up coursework, and, therefore, may not be promoted to the next grade level.

Extenuating circumstances will be considered when presented to the administration **on the day of the return.**

A. Clarification of "Excused" Absence Policy

Extenuating Circumstances may include the following:

- Death in the family
- Mandated court appearance as either a victim or a witness
- Observance of religious holidays
- An emergency, which makes attendance at school absolutely impossible
- Medical Reasons supported by a doctor's note

If a student is absent for two or more consecutive days this may be considered by the principal as one incident and therefore as an absence of one day.

Students are entirely responsible for making up work missed during their absences. Students must make up work on the teacher's make up night or during some other pre-arranged time.

Eligibility to Participate in School Activities

Students must be in attendance all day to be eligible to participate in school activities on that same day or night. The Principal or designee must approve all exceptions.

B. Dismissals

No student shall be dismissed during school hours without a written request from his or her parent, stating the reason and the time for dismissal. A student who is to be dismissed from school should go to the main office before 7:50 a.m. to present a written request for dismissal. No student in Pre-K through Grade 8 will be dismissed without parent or duly authorized designee physically appearing, with proper identification, for the child at the Principal's office. The student will not be dismissed until the parent or designee arrives at the office to meet the student. **NO STUDENT WILL BE DISMISSED BY TELEPHONE.** In case of accident or illness during school hours, no student shall be dismissed without receiving permission from the Principal's office.

In the event that a student will need to be dismissed from school early, parents/guardians are asked to notify and make arrangements with their children before they leave for school that day. This will help the school to reduce classroom interruptions and the unnecessary use of school telephones during the course of the instructional school day.

Excessive tardiness and excessive dismissals negatively impact student achievement. Students who arrive at school late or who are dismissed from school early will be marked absent from the classes that are missed. These absences will count toward the total number of absences for that student. **The Principal, in consultation with the Superintendent, may retain a student or assign the student failing academic grades due to an excessive number of tardies and/or early dismissals.**

C. Vacation Policy

Family vacations should be scheduled to coincide with school vacations. Educationally, students cannot afford to miss school for an additional vacation. Each day, students are involved in lessons requiring high levels of thinking skills and problem solving skills. Schools are expected to meet high standards of academic achievement. Schools are unable to provide students with the necessary education that meets the requirements of state and federal mandates if students are not present. School attendance, therefore, is a crucial part of a child's education. Any absence due to a vacation, other than during a scheduled school vacation period, is an unexcused absence.

Frequent absences, tardiness, and/or truanancies will result in a parent conference.

For students enrolled in Kindergarten through Grade 8, the student may be required to attend summer school or to repeat the grade, if he or she is absent from school more than twenty (20) days during a school year.

D. Communications from Parents Regarding Absences

Parents should make every reasonable effort to communicate with the school when a child is absent by calling the school before 8:00 a.m., the start of the school day. The following information should be provided:

- The name of the person calling and relationship to the student;
- The student's name, address, grade and room number.

The telephone numbers for reporting absences are as follows:

- | | |
|---------------------|--------------|
| • Adams | 617-544-6092 |
| • English | 617-394-5013 |
| • Keverian | 617-394-5020 |
| • Lafayette | 617-394-2450 |
| • Parlin | 617-394-2480 |
| • Webster | 617-394-5040 |
| • Webster Extension | 617-544-6990 |
| • Whittier | 617-394-2410 |

On the day that a student returns to school after having been absent, the student's parent(s)/guardian(s) should (change) send a written note, signed by the parent/guardian, stating the date and reason for the absence. Written notes are required for all student absences, tardiness and dismissals. The schools shall retain all notes and consider them integral to student records.

E. Enforcement of Attendance Policy

The Everett Public Schools employs a Supervisor of Attendance.

A petition, known as "CRA petition" (Child Requiring Assistance), may be filed by the school district if a minor child persistently and willfully fails to attend school. The court has the authority to remove the child from the parents and to place the child into the custody of the state Department of Children and Families. A report known as a "51A report" may be filed against parents on behalf of any child for educational neglect if a child is not attending school on a regular basis.

SAFETY PROGRAMS

A. Shelter in Place/Lockdown

A **Shelter in Place** is a safety practice that takes place when a situation that may be dangerous occurs near the school, somewhere in our community. There is no immediate threat to our students, but it is safer for students to remain indoors and for the school to restrict the comings and goings of everyone. During this procedure, no one is allowed in or out of the school. **If you are a parent/guardian and arrive at the school while a shelter in place is in effect, you will not be allowed into the school until the Shelter in Place has ended.**

SHELTER-IN-PLACE PROCEDURE

THE PRINCIPAL WILL:

- Notify the Police and the Superintendent.
- Make an all school announcement stating that we are in a Shelter-In-Place situation until further notice.
- Employ immediate sheltering actions for those exposed to the danger.

THE CUSTODIAL STAFF WILL:

- Lock all exterior doors.
- Monitor predetermined positions.

IF IT BECOMES NECESSARY TO EVACUATE:

- Follow instructions by the Principal, for School Safety Response.

WHEN THE “ALL CLEAR” IS GIVEN, THE PRINCIPAL WILL:

- Convene the Crisis Recovery Team to establish a counseling plan to assist students, parent/guardian(s), and staff.
- Develop a re-entry plan for the next school day and aftercare program.
- See that emergency medical care is provided.
- Account for all students and staff on-site or off-site locations.
- Notify parents/guardians, if necessary.
- Support law enforcement follow-up activities.
- Work with collaborating agencies, Hospitals, and EMS, Health & Human Social Service Agencies.
- Direct the recovery and follow-up by:
 - Debriefing and providing support services for staff.
 - Arranging for physical plant clean-up and repair.
 - Monitoring the short and long term impact on staff and students.

When the incident is over, the Principal/Head Teacher will send a reverse 911 message home to the parents explaining the reason for the Shelter-in-Place.

A **Lockdown**, is a more significant event, means that there is an immediate threat; there is a problem inside the school. During a lockdown, classroom doors are locked and students must remain with their teachers and follow instructions. **If you are a parent/guardian, and arrive at the school while a lockdown is in effect, you will not be allowed in or near the school until the lockdown has ended. You will be directed to a place away from the school where information will be made available to you. Information that is available will be posted on our website www.everettpublicschools.org.**

LOCK-DOWN PROCEDURE

THE PRINCIPAL WILL:

- Notify the Police and the Superintendent.
- Make an all school announcement stating that we are in a Lockdown situation until further notice.
- State reason and continue to give updates so staff can make decisions about self-evacuations (ALICE Protocols).
- Employ immediate sheltering actions for those exposed to the danger.

THE CUSTODIAL STAFF WILL:

- If possible, report to Office and find shelter. If not get into a secure location or evacuate.

IF IT BECOMES NECESSARY TO EVACUATE:

- Follow instructions by the Principal.

WHEN THE “ALL CLEAR” IS GIVEN, THE PRINCIPAL WILL:

- Convene the Crisis Recovery Team.
- Establish a counseling plan to assist students, parents, and staff.
- Develop a re-entry plan for the next school day and aftercare program.
- See that emergency medical care is provided if needed.
- Account for all students and staff on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow-up activities.
- Work with collaborating agencies, Hospitals, and EMS, Health & Human Social Service Agencies.
- Direct the recovery and follow-up by:
 - Debriefing and providing support services for staff.
 - Arranging for physical plant clean-up and repair.
 - Monitoring the short and long term impact on staff and students.

ALICE Lock Down

“ALICE” is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the “ALICE” response does not follow a set of actions you “shall, must, will” do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don’t worry about unknowns. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5. In this type of incident, your perception is the reality and you will be deciding what the appropriate action for you to take is.

- 1) **Alert**- Can be anything.
 - Gunfire.
 - Witness.
 - PA Announcement.
 - Phone alert.
- 2) **Lockdown**- This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.
 - Lock the door.
 - Cover any windows in the door if possible.
 - Tie down the door, if possible, using belts, purse straps, shoelaces, etc.
 - Barricade the door with anything available (desks, chairs, etc.).
 - Look for alternate escape routes (windows, other doors).

- Call 911.
 - Move out of the doorway in case gunfire comes through it.
 - Silence or place cell phones on vibrate.
 - Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
 - Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
 - Put yourself in position to surprise the active shooter should they enter the room.
- 3) **Incorm-** Using any means necessary to pass on real time information.
- Given in plain language.
 - Can be derived from 911 calls, video surveillance, etc.
 - Who, what, where, when and how information?
 - Can be used by people in the area or who may come into it to make common sense decisions.
 - Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers.
- 4) **Counter-** This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
- Anything can be a weapon.
 - Throw things at the shooters head to disrupt their aim.
 - Create as much noise as possible.
 - Attack in a group (swarm).
 - Grab the shooters limbs and head and take them to the ground and hold them there.
 - Fight dirty-bite, kick, scratch, gouge eyes, etc.
 - Run around the room and create chaos.
 - If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on scene.
- 5) **Evacuate-** Remove yourself from the danger zone as quickly as possible.
- Decide if you can safely evacuate.
 - Run in a zigzag pattern as fast as you can.
 - Do not stop running until you are far away from the area.
 - Bring something to throw with you in case you would encounter the Active Shooter.
 - Consider if the fall from a window will kill you.
 - Break out windows and attempt to quickly clear glass from the frame.
 - Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall.
 - Hang by your hands from the window ledge to shorten your drop.
 - Attempt to drop into shrubs, mulch or grass to lessen the chance of injury.
 - Do not attempt to drive from the area.

When the incident is over, the Principal/Head Teacher will send a reverse 911 message home to the parent(s)/guardian(s) explaining the reason for the Lock-Down.

B. Fire Drills

The fire drill procedure has been established by the Everett Public Schools and endorsed by the local fire department. **The children are taught fire drill procedures at the beginning of the school year, after which time they practice frequently. Fire drills are held at least once a month, weather permitting. Specific instructions and evacuation routes are posted on the wall in each classroom.**

C. Safety Coming to and Going from School

The school teaches children how to proceed with maximum safety to and from school. Students are taught the following:

- To cross the street under safe conditions;
- Never to run from behind parked cars;
- To use the safest or prescribed places to cross the street;
- To look in both directions before crossing the street;
- To walk on the sidewalk in an orderly manner to and from school;
- To enter, occupy, and leave transportation with consideration for the rights and safety of others, as well as themselves
- Never to ask for or to accept rides from strangers.

As a means of preventing trouble and providing protection to your child to and from school, we also strive to teach the following:

- Their parents/guardians, teachers, and the police wish to keep children safe and happy.
- The police officer is a friend of the children, and the child is to go to the police at any time that he or she is in trouble.

D. Crossing Guards

Crossing Guards will be at their assigned positions from 7:30 a.m. to 8:30 a.m. and 2:00 p.m. to 3:00 p.m. Additionally, they will be at the Adams School and Webster School from 10:30 a.m. to 11:30 a.m. for preschool sessions.

E. Before School Supervision

Students should arrive at school as close to 7:45 a.m. as possible. This is especially true during cold or inclement weather. **There is no playground supervision prior to the opening of school at 7:45 a.m.**

F. Playground Parking

All vehicles should be out of the schoolyard before 6:30 a.m. No vehicles may enter or leave the schoolyard between 6:30 a.m. and 5:00 p.m.

G. Insurance Options

Information concerning student accident insurance is distributed at the beginning of the school year. There are two policies available: one offering limited coverage during the school day, and one offering twenty-four hour, fifty-two week protection. These insurance forms are to be mailed back directly to the insurance company with your payment.

H. Field Trips

Field Trips are held at the discretion of the Principal.

The following types of field trips are not allowed:

- Out of state trips, unless specifically approved by the School Committee;
- Overnight trips, unless specifically approved by the School Committee;
- Trips to amusement parks;
- Trips to locations where swimming will occur, unless specifically approved by the School Committee; and
- Trips without parent permission.

CONCUSSION POLICY

Students who participate in any extracurricular athletic activities and become unconscious, suffer a concussion, or are *suspected* of having suffered a concussion may not return to the competition or practice where the injury occurred. Such student must see his or her primary physician and will need to be given clearance by the physician in order to return to competition or practice and engage in any extracurricular athletic activities. Our guidance, like that of the Centers for Disease Control's "*Heads Up: Concussion in Youth Sports*" initiative, is: "Keep the athlete out of play the day of the injury and until a health care professional, experience in evaluating for concussion, says the athlete is symptom-free and it's OK to return to play." A complete copy of the Concussion Policy is available on the district's website.

OTHER HEALTH AND SAFETY PROTECTIONS

A. Federal Protection of Pupil Rights Amendment (PPRA)

Under federal law, parents and eligible students (those who have reached the age of eighteen (18)) have the following rights with respect to the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations:

- Schools must obtain their consent before students are required to participate in 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 United States Department of Education:
 1. Political affiliations or beliefs of the student or student's parent (guardian(s));
 2. Mental or psychological problems of the student or student's family;
 3. Sexual behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents;
 8. Income, other than as required by law to determine program eligibility.
- Parent/guardian(s) and eligible students must receive notice of, and be allowed to opt out of, the following activities:
 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 screening, or any physical exam or screening permitted or required under state law
 3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing, or to sell or otherwise distribute the information to others
- Upon request, parents and eligible students have the right to inspect the following before administration or use:
 1. Information surveys of students
 2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
 3. Instructional material used as part of the educational curriculum

B. Asbestos Hazard Emergency Response Act

Under the federal Asbestos Hazard Emergency Response Act (AHERA), schools are required to determine the presence of asbestos-containing building materials in all school buildings. Accredited inspectors must visually inspect all school buildings, and bulk samples of suspected materials must be taken, where the material was not assumed to be asbestos. The law further requires that an Asbestos Management Plan be created for each individual building, providing for the means and methods to deal effectively with asbestos-containing building materials. All phases of asbestos inspection and management planning are reported in these plans, including response action strategy, priorities, scheduling of abatement activities, and coordination of personnel and evaluation of results.

The Everett Public Schools recently completed the required three-year re-inspection and the six-month inspection. The AHERA management plans for each school building are complete, and copies are kept on file in the Maintenance Office. If you would like to review the AHERA management plans, please contact Mr. Charles Obremski, Assistant Superintendent of Operations, at 617-394-2400.

C. Pest Management Control Policy

Under state law, schools are required to implement pest management strategies that minimize the risks to children from exposure to pesticides in school settings. Among other things, the law limits the types of pesticides that may be used on the outdoor grounds of any school. Your child's Principal will present and review an Integrated Pest Management (IPM) plan to your School Council and Parent Teacher Organization. The IPM plan also is available in the Principal's office for your review.

The law also requires that schools send standard written notification home to parents and employees at least two (2) working days before an outdoor pesticide application is to take place. If a school official determines that a human health emergency warrants the use of a pesticide not otherwise allowed or sooner than two (2) days after providing the required standard written notification, the official may apply for a single-use waiver from the Board of Health before applying the pesticide under Massachusetts General Laws chapter 132B, section 6H, and must post conspicuous notices regarding the use of the pesticide for at least seventy-two (72) hours after its application.

FEDERAL AND STATE CIVIL RIGHTS AND EQUAL EDUCATIONAL OPPORTUNITY STATUTES

The Everett Public Schools is committed to maintaining an educational environment and work place where bigotry and intolerance, including discrimination on the basis of race, color, national origin, homelessness, sex, sexual orientation, gender identity, religious beliefs, disability or age are not tolerated, and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. The Everett Public Schools is an equal opportunity/affirmative action employer.

The Everett Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Everett Public Schools will act promptly to eliminate the conduct and will impose remedial and corrective action as necessary, including appropriate disciplinary action, which may include school-related discipline for students or termination of employment for employees. Retaliation against individuals who file or participate in the investigation and resolution of complaints of discrimination or harassment also is prohibited.

Below is a summary of a number of important federal and state civil rights and educational opportunity statutes:

- A. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin in programs or activities receiving federal financial assistance. Students covered by this statute may not be excluded from participation in programs or activities that receive federal financial assistance on account of their membership in a protected category. The statute has been interpreted to protect students whose native language is not English and who have limited English language proficiency. Examples of discrimination prohibited by Title VI include racial harassment, school segregation, and the denial of language services to language minority students. This statute is enforced by the Office for Civil Rights in the United States Department of Education.
- B. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Under this statute, the School Committee must adopt and publish a policy prohibiting sex discrimination and must establish a grievance procedure to address complaints of sex discrimination by students. Examples of the types of discrimination that are prohibited by Title IX include sexual harassment, the failure to provide equal opportunity to girls and boys in athletics, and discrimination based on sexual orientation and pregnancy.
- C. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified individuals on the basis of their disabilities. Otherwise qualified disabled individuals, including parents and students, may not be excluded from participation in any program or activity receiving financial assistance. Federal regulations implementing this statute provide that school districts must provide disabled students with a free and appropriate education. The school district has designated a coordinator who is responsible for, among other things, investigating and resolving complaints of discrimination or non-compliance with the statute.
- D. Equal Educational Opportunities Act of 1974 prohibits discrimination based on national origin and requires schools to take appropriate action to overcome language barriers that impede equal participation by its students in their instructional programs. Under this statute, the school district is required to identify and provide services for students with limited English proficiencies (LEP or ELL students).
- E. Americans with Disabilities Act of 1990, like Section 504, prohibits discrimination against otherwise qualified individuals on the basis of their disabilities. The school district has designated a coordinator who is responsible for, among other things, investigating and resolving complaints of discrimination or non-compliance with the statute. An individual is protected by this statute if he or she has a physical or mental impairment that substantially limits one or more major life activities, OR has a record of such an impairment, OR is regarded as having such an impairment, OR has a record of an IEP on file with the school district. Under this statute and Section 504, a student with AIDS/HIV infection has the same right to attend classes and to participate in school programs and activities as any other student.
- F. McKinney-Vento Homeless Assistance Act is designed to ensure that homeless students have the same access as other children to public education, including public preschool programs. Homeless students are those who lack a “fixed, regular and adequate nighttime residence, including children who share the house of other persons or live in motels, hotels or shelters due to loss of housing, economic hardship, or similar conditions, live in cars or similar settings that are not meant for regular sleeping accommodations, have been “thrown out” of their families’ homes, or have run away and are not in the physical custody of a parent or guardian. Homeless students have the right to remain in their school of

origin or to attend school where they are temporarily residing. Everett Public Schools will make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they obtain permanent housing. Students who choose to enroll in a school where they are temporarily residing must be enrolled immediately, even if they do not bring records usually required for enrollment with them. Homeless students also may be entitled to transportation to and from school and transportation will be arranged as appropriate so as not to create barriers to homeless students’ attendance, retention and success. Homeless students and youth are entitled to access academic and extracurricular activities.

- G. Massachusetts General Laws chapter 76, section 5, also known as Chapter 622, prohibits discrimination based on race, color, sex, religion, national origin, sexual orientation and gender identity in the admission to public schools and in obtaining the advantages, privileges and courses of study in such schools. The regulations implementing this law require schools to establish policies and procedures, provide training and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

If you have any questions regarding Title VI or Title IX, or wish to file a complaint alleging unlawful discrimination, harassment or retaliation in violation of these laws, please contact **the Director of Human Resources, Title VI/Title IX Coordinator, Francesse Canty at 617-394-2400.**

If you have any questions regarding Section 504 or the Americans with Disabilities Act, please contact Ms. Johnna Hooks, the Director of Guidance, Section 504 Coordinator at 617-394-2492.

If you have any questions about the McKinney Vento law, homeless children and youth, unaccompanied minors, or foster children and youth, please contact the District’s Local Liaison, Mr. Charles F. Obremski, Assistant Superintendent of Operations at 617-394-2400.

Additionally, students may choose to report such concerns to a teacher, the Principal, the Assistant Principal, a Guidance Counselor, the Director of Special Education or the Superintendent of Schools. Complaints may be filed verbally or in writing. Teachers or other staff members who observe incidents of discrimination or harassment involving students should report such incidents immediately to the Principal, Assistant Principal, or a Guidance Counselor. School staff members who are aware of discrimination or harassment involving another employee should report such matter to the Director of Human resources and/or the Building Principal.

Copies of the Everett Public Schools’ policies on sexual harassment, pregnancy and gender identity are attached as Appendices F, G and H.

HAZING

In accordance with G.L. c. 269, §17, hazing is prohibited in the Everett Public Schools. Such conduct also is against the law and is punishable by fine and/or imprisonment.

- A. The term “hazing” means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical

health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress. It also includes extended deprivation of sleep or rest or extended isolation. Consent is not available as a defense to any prosecution for hazing under state law.

- B. Under G.L. c. 269, §18, anyone who knows that another person is the victim of hazing and/or is at the scene where hazing takes place is required to report the crime, to the extent that such person can do so without danger or peril to himself or others, to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such a crime will be punished by a fine of not more than one thousand dollars.

TEEN DATING VIOLENCE

The Everett Public Schools refuses to tolerate and prohibits teen dating violence under any circumstances. Retaliation against any person who reports teen dating violence, provides information during an investigation into allegations of teen dating violence, witnesses instances of teen dating violence or has reliable information about a teen dating violence incident also is strictly prohibited. A student who knowingly makes a false accusation of teen dating violence or retaliation shall be subject to disciplinary action.

In furtherance of its commitment to prevent and stop teen dating violence, the Everett School Committee has adopted a Policy on Teen Dating Violence. A copy of the policy is attached as Appendix E.

TECHNOLOGY POLICIES

- A. Students are required to adhere to the Everett Public Schools' and Chromebook/Ipads Acceptable Use Care Policy on the Use of Student-Owned Laptops, Netbooks, Tablet Computers, Mobile Internet Devices and Cellular Phones in School. Copies of the policies are attached as Appendices B, C and O.
- B. Students are responsible for the use and security of any electronic equipment that they bring with them to school. Students should not share or loan their electronic equipment with other students. If a student does so, he or she may be held responsible for any misuse or damage caused by the other student.
- C. Any student who violates either policy may be prohibited from using the school district's computers and other technology or from bringing student-owned laptops or other electronic equipment to school.
- D. The Everett Public Schools assumes no responsibility for the loss, theft or damage to any student-owned electronic device brought by a student to school or to a school-sponsored or school-related event.

PRESCHOOL TO GRADE 8 STUDENT CODE OF CONDUCT

The purpose of education is to foster knowledge, to encourage the development of young minds and to enhance the potential of the total student. The teachers and administration of the school will encourage and emphasize mutual respect at all times. The following Code of Conduct will inform your child of their rights and responsibilities as students in the Everett Public Schools. Parents play a very important role in helping the schools to implement this code of conduct. Please take adequate time to review this code of conduct with your child.

A. Parent/Guardian(s) Partnership

- Parent(s)/guardian(s) should be involved in a "parent partnership" with the school and the school's support teams.
- Parent(s)/guardians(s) should feel free to confer with teachers at prearranged times on matters involving their child's school performance and behavior.
- Parent(s)/guardian(s) should attend all scheduled conferences.
- Parent(s)/guardian(s) should encourage their child to be a good citizen and to use good manners at school as well as at home.
- Parent(s)/guardian(s) should see that their child completes all homework assignments.
- Parent(s)/guardian(s) should instruct their child on safety procedures to and from school.

B. Teacher Conferences

Teachers acknowledge the need for regular parent/guardian-teacher communication. Parent(s)/guardian(s) will be notified prior to report card periods regarding the performance of their child by way of progress reports. In addition, conferences to discuss a child's progress may be initiated by teachers, administrators or parent/guardian(s). There also will be regularly scheduled teacher conferences. These conferences are opportunities for parent(s)/guardian(s) and teachers to discuss a student's academic performance and behavior.

C. Student Responsibilities

- Students are expected to respect the school staff, to show consideration for others and to use good manners.
- Students are expected to show good citizenship towards their school and community.
- Students are expected to complete all classroom and homework assignments.
- Students are expected to follow school rules in school, while traveling to and from school, and during off-site school-sponsored, school-related and extracurricular activities.
- Students are expected to try their best to achieve academically, socially, and emotionally.

Students are responsible for all textbooks, library books and other school supplies issued to them. Students are expected to keep such items in good shape and to return them to the school at the end of the school year. If books or supplies are lost or are not returned in good shape, students will be responsible for the cost of replacing them.

D. Student Attendance and Student Absences

Massachusetts law requires that every child between the ages of six (6) and sixteen (16) attend school. Students are expected to attend school regularly. Kindergarten also is an integral part of a student's education. Students should attend all sessions unless they are ill.

Students may not leave school before the end of the school day unless they have a written request from their parents, stating the reason and time for dismissal, and their parent or other authorized person physically calls for them at the Principal's office. In the case of an accident or illness requiring a student's dismissal during school hours, the student will not be permitted to leave school without receiving permission from the school office.

E. Student Tardiness

Students will be considered tardy if they have not reported to their homeroom when the last bell rings by 8:00 a.m.

F. Student Dress Code

It is the policy of the Everett School Committee that the student and their parent/guardian hold the primary responsibility in determining appropriate attire for the school. Schools are responsible for assuring that student's attire do not interfere with the health and safety of any student and do not contribute to a hostile or intimidating environment.

Core Values

In relation to student dress, the district's core values are the following:

- Students should be able to dress for school in a manner that expresses their individuality without fear of unnecessary discipline;
- Students have the right to be treated fairly. Dress code enforcement will not create disparities based on racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

Clothing, buttons, costumes and other apparel that are reasonably likely to cause disruption or disorder within the school are forbidden. Clothing that is hazardous to the health and safety of the student or others also is prohibited.

Students, therefore, should not wear items picturing or referencing violence, weapons, messages or images that are sexually explicit or suggestive, lewd, vulgar, obscene or discriminatory.

In general, any type of clothing or apparel that is determined by the Principal or their designee to be disruptive to the educational process or the general operations of the school is prohibited. Parents/guardians will be notified of repeated violations of the Student Dress Code.

The following are examples of the types of clothing that students should **not** wear in school:

- **Low-cut blouses, half/three-quarter length shirts, or other clothing that reveals skin of mid-section of body.**
- **See-through clothing with undergarments showing.**
- **Low-slung pants, pajamas, hospital-style clothing.**
- **Skateboards, razor scooters, rollerblades and shoes with wheels on soles.**
- **Bare feet, tongs, slippers.**
- **Coats, jackets, hoods, masks, etc.**
- **Spiked apparel or accessories.**
- **Chains of more than six inches, when hung from the waist.**
- **Clothing or paraphernalia that may be considered to be gang-related.**
- **The following items are allowed:**
 - Head coverings worn as a reasonable accommodation to a student's sincerely held religious beliefs.

G. Other Items That May Not be Used in School

The following items may not be used in school during the school day by a student:

- **Electronic audio equipment and video devices, including but not limited to the following:** Cell Phones, Laser Pointers, Cameras, iPods

If these items are brought to school for use before or after the school day, they must be turned off and stored out of sight throughout the school day. If not stored or if used improperly, they will be taken from the student.

The first time any electronic equipment or device is taken from the student, a warning will be issued and the item will be held until the end of the school day. Additionally, there will be a phone call home to alert the parent of the infraction, and the infraction will be entered into the student's discipline record.

The second and any subsequent time that any electronic equipment or device is taken from a student, the parent must come to school to retrieve the item, and the student will be subject to further disciplinary action.

The school district does not assume responsibility for any such items that are lost, stolen or damaged while in school or when confiscated.

If a student continues to violate the above rules, he or she will be subject to detention, in-school suspension or external suspension.

H. Academic Responsibilities

All students are expected to meet the required academic standards. While academic efforts are generally reflected in our grading process and other evaluations, flagrant disregard of academic responsibilities in all subjects, including classroom assignments and homework, may result in disciplinary action, including but not limited to detention. Additionally, the student's parents will be notified.

A student who engages in cheating, plagiarism or forgery will be subject to a parent/guardian conference. See the school district's Plagiarism Statement, attached as Appendix A.

I. Lockers/Desks

Students will be assigned desks and individual lockers whenever possible. Desks and lockers belong to the school and are intended to be used by students only to store books, school supplies, lunches, hats and outdoor clothing. Students are prohibited from placing in desks or lockers any weapons, drugs, drug paraphernalia, alcoholic beverages, tobacco products, stolen property or any other items of no reasonable use to a student in school.

Students may not use lockers other than their assigned locker. Students should not write on lockers or place any stickers or tape on lockers. Having a locker is a privilege, not a right. Students who violate school rules relative to lockers may lose this privilege. Students should have no expectation of privacy in their lockers or desks.

School officials reserve the right to conduct periodic announced and unannounced inspections of desks and lockers. School officials also may search a student's desk or locker if there is reasonable suspicion to believe that the desk or locker contains contraband or the search will reveal evidence of a violation of the rules of the school or the law. All items suspected of being contraband will be removed from the desk or locker and secured in the Principal's office, unless the removal presents a danger to others.

Any personal items left in students' desks and lockers will be disposed of by the school district at the end of the school year. The Everett Public Schools assumes no responsibility for the loss, theft or damage to any property stored in a student's desk or locker.

J. Student Searches

Principal/Designee may search a student or his or her possessions in school, on school grounds or at a school-related event, if, at the time of the search, there is reasonable suspicion to believe that the search will reveal evidence that the student has violated or is violating either the rules of the school or the law.

K. Behavior

Appropriate student behavior is expected at all times, including in school, on school grounds, while traveling to and from school and at school related activities.

The school administration also may apply and enforce school rules and policies against students in connection with conduct occurring before and after school hours and off school grounds, including while traveling to and from school and during off-site school-sponsored, school-related and extracurricular activities. See Nicholas B. v. School Committee of Worcester, 412 Mass. 20; 587 N.E.2d 211 (1991) (A school committee lawfully may discipline a student for misconduct occurring after school and off school grounds where such misconduct was the continuation of improper behavior that commenced during the schools day on school grounds).

Whenever unacceptable student behavior occurs, the student may become subject to restrictions on his or her right to attend school and his or her privileges, including attendance at school-sponsored, school-related and extracurricular activities.

The following list contains examples of unacceptable student behaviors that may result in discipline:

- Breaking classroom rules set by the teacher
- Breaking playground or cafeteria rules
- Refusing to follow directions or requests made by school personnel
- Violating the school district's policy on bullying*
- Fighting or threatening to harm another person
- Pushing, shoving, running in lines or hallways
- Excessive talking or interrupting class activities
- Displaying rude or improper manners
- Chewing gum, or eating candy or food outside of a scheduled meal or snack period
- Using vulgar, profane or abrasive language, including ethnic, racial, religious or gender-based slurs
- Making a false alarm or bomb threat
- Using the internet or computer inappropriately

- Possessing contraband (any item that is prohibited or is of no reasonable use to a student in school)

This list does not exhaust all possible areas of misbehavior. A further list of unacceptable behavior, also non-exhaustive, is included below in the section on grounds for suspension.

If a student behaves in a way that is considered inappropriate, he or she will receive a penalty that is in keeping with the student's actions, age, intelligence and experience. The Principal will interpret the rules and regulations and will extend their applications in a manner consistent with their intent. Every effort will be made to balance fairness and the need to teach appropriate behavior with consistency in the application of this Code.

DISCIPLINARY PROCEDURES

To provide for the orderly functioning of our schools, it is necessary to have certain rules and regulations that must be adhered to for the good of the entire student body. Discipline policies provide for the safe and orderly functioning of a school. These policies contain rules and regulations that state what behavior is expected and allowed within the school community, set consequences for breaking the rules, and establish procedures for enforcing the rules and regulations. In addition, these policies are intended to help students understand their behavior, solve problems, and develop positive strategies for managing daily life and for being a productive member of the school community. To the extent deemed feasible by the administration, consistent with the school's obligation to provide an environment that is safe and supportive for all students, non-exclusionary disciplinary approaches will be tried before a student is removed from class or school.

When it is necessary for a student to be suspended or expelled, the student nonetheless will be granted the opportunity to receive education services to make academic progress during the period of suspension or expulsion.

Thus, any student who is serving an in-school suspension, short-term suspension, long-term suspension or expulsion is entitled to the opportunity to make up assignments, tests, papers and other school work and to earn credits as needed to make academic progress during period of removal from classroom or school. Further, any student who is suspended for more than ten (10) consecutive days, whether in school or out of school, or is expelled, shall have opportunity to receive education services and to make academic progress toward meeting the state and local requirements through a school-wide education service plan.

The discipline policies for the Everett elementary schools apply to any student whose conduct at any time or place, interferes with or obstructs the mission or operations of the schools or the safety or the welfare of students or employees, including but not limited to while in attendance at school, on school property, traveling to or from school, or at any school-related activity.

A. Grounds for Discipline

The following list of unacceptable behaviors constitute grounds for disciplinary consequences, which may include, but are not limited to, in-school suspension, short- or long-term suspension. This list is general in nature and does not cover every possible infraction that may result in discipline. Students may be subject to discipline, including removal from school, if they engage in any other conduct that is considered to be detrimental to the school or constitutes a breach of good conduct for students.

- Arson
- Assaulting, hitting, shoving, pushing, tackling or fighting with another person

- Being present in a part of a school building or its grounds that is off limits to students and refusing to leave, when requested
- Being excessively tardy
- Violating the school district's policy on bullying
- Cutting class or cutting school
- Destroying, defacing or vandalizing property belonging to the school or another person
- Disrupting school or classroom activities
- Forging a staff member's or parent's signature
- Gambling
- Hazing
- Harassment based on race, color, religion, national origin, age, gender, gender identity, sexual orientation or disability
- Inappropriate use of the internet, computer or other school-owned or leased electronic equipment or device; intentional destruction or disruption of computer files
- Insubordination
- Leaving the school building, school grounds or established recess boundaries without permission
- Loitering in or around the school building
- Making false fire alarms or bomb threats
- Plagiarism or cheating
- Possessing, selling, distributing, using, or being under the influence of alcohol or any prescribed or non-prescribed controlled substance
- Possessing, threatening to use or using a weapon, an instrument giving the appearance of a weapon or any other object of no reasonable use to a student in school
- Repeated violation of the student dress code
- Refusing to identify oneself to school staff, when requested, or providing false identification
- Refusing to obey a direct command by school staff
- Smoking or using any tobacco products; possessing matches, lighters, electronic cigarettes or hookahs
- Stealing or engaging in extortion
- Threatening bodily harm to another person or to the school community
- Throwing snowballs, ice or other objects
- Using profane and/or obscene language or ethnic slurs
- Engaging in conduct that constitutes grounds for suspension or expulsion under G.L. c. 71, §37H or §37H½

Plagiarism or cheating (i.e., submitting the work of another person as one's own or copying from another student's test or assignment) will result in the student receiving a failing mark on that assignment and a parent conference.

Forgery (i.e., falsifying parent's signature on school work or school documents) will result in a parent conference, as well as disciplinary action.

Violation of the school district's technology policies may result in denial of computer or internet usage in school, as well as disciplinary action.

Conduct that violates the law may be reported to the appropriate law enforcement officials and may result in court action, as well as disciplinary action.

B. Disciplinary Options

Students who fail to comply with the behavioral expectations described in this Code of Conduct may be subject to disciplinary action deemed appropriate by the administration. The Principal or other person acting as a decision-maker must exercise discretion in deciding the consequences for the offense, consider ways to re-engage the student in the learning process, and consider and, if appropriate, try non-exclusionary alternatives before removing a student from class or school.

The following are some of the options that will be considered and may be used:

Any principal or designee acting as a decision-maker at a student meeting or hearing, when deciding the consequences for a student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using suspension as a consequence until other remedies and consequences have been employed. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice and positive behavioral interventions and supports. Principals may refer students to Guidance for training on topics such as anger management or social skills. Additionally, principals or designees (add) may design written agreements with students and families to identify target behaviors and describe consequences. If deemed appropriate by the principal or designee, an alternative to suspension, schools could use detention, loss of school privileges or a long-term adjustment to a student's class schedule. Building Administrators are responsible for investigating incidents and taking appropriate action

1. Student-Teacher Conferences

A student-teacher discussion of the problem may provide the student with an awareness of why his or her conduct is inappropriate, alert the teacher to the student's individual needs, and create an opportunity for the student and the teacher to work out a satisfactory solution.

The classroom teacher, whether it be the homeroom teacher or specialist, is primarily responsible for supervising students and promoting a positive approach whenever possible.

2. Teacher Conferences

Parents are encouraged to get to know their child's teachers early in the school year in order to promote a positive rapport. If a teacher does contact a parent, it is essential that the parent respond as soon as possible so that any issue is confronted promptly. Only through a cooperative effort by parents and staff can solutions be developed and implemented that will improve student behavior and academic performance.

3. Student-Counselor Conferences

While communications concerning a child's daily performance, homework or other parental concerns should be directed first to the classroom teacher, Guidance Counselors can provide parents with current information on student progress, up-coming activities and availability of teachers' for parent meetings.

Guidance counselors also provide a valuable service by being available to meet with students either individually or in small groups. Students are encouraged to contact their Guidance Counselor when any issue arises that distracts them from concentrating on their studies.

4. Administrator Conferences

Teaching time is valuable, and distractions from learning in the classroom must not be tolerated. Thus, on occasion, an administrator will contact a parent to request participation in a meeting to resolve these issues. These meetings usually are scheduled when a teacher feels that assistance is needed because a student is encountering continual discipline problems or is not providing the effort required in his or her schoolwork.

5. Detention

Students may be detained after school under the supervision of a professional employee if the student has had an excessive number of incomplete homework assignments, disciplinary issues, and any other issues at the discretion of the Principal. All students detained will be given the opportunity to contact their parents in advance. Parents are responsible for providing their child's means of transportation home in the event that their child is detained.

After-school detention for students in Kindergarten through Grade 8 is held from **2:30 p.m. to 3:15 p.m.**

6. Schedule Adjustment

After notice to the parent and student giving the reasons for the proposed schedule adjustment, the Principal may decide to alter a student's schedule to minimize contact between the student and another student, where there is evidence of an ongoing conflict between the two students.

7. Other Alternatives to Removal from Class or School

School staff will consider and utilize, as they deem appropriate, disciplinary alternatives that minimize a student's removal from class or school and that teach students appropriate behavior while holding them accountable for their behavior. Such alternatives may include exclusion from extracurricular, athletic or other school-sponsored activities or events; re-teaching of expectations and skills; training on topics such as bullying, social skills, appropriate behavior, conflict resolution and anger management, restorative justice, behavioral contracts, mediation, written apology, reflective essay or activity or referral to community-based services. In certain circumstances, however, a student's behavior may warrant immediate removal from class or school.

8. Alternative Academic Environment (In-School Suspension) Under G.L. c. 71, §37H^{3/4}

Alternative Academic Environment is the temporary removal of a student from regularly scheduled classes and school activities and the placement of the student during the school day in a supervised area within the building. A student may be placed in an Alternative Academic Environment for up to ten (10) consecutive school days during the course of a school year for a single infraction, or for up to ten (10) cumulative school days during the course of a school year for multiple infractions. Placement of a student in an Alternative Academic Environment for ten (10) consecutive or cumulative days is not considered to be a short-term suspension. Placement in an Alternative Academic Environment for more than ten (10) consecutive or cumulative days is considered to be a long-term suspension, and the procedures applicable to long-term suspensions must be followed.

Before a student may be placed in an Alternative Academic Environment, a Principal or designee will –

- Inform the student of the disciplinary offense with which he or she is charged and the basis for the charge;
- Provide the student with an opportunity to dispute the charge and/or to explain the circumstances surrounding alleged incident;
- Determine whether the student committed the offense as charged; and
- If so, inform the student of the length of the in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day that the in-school suspension is imposed, the Principal or designee will make reasonable efforts to notify the student's parent orally in the parent's primary language of the disciplinary offense, the reasons for the determination that the student committed the offense, and the length of the in-school suspension. The Principal or designee will invite the parent to a meeting on the same day, if possible, to discuss the student, the student's academic performance, strategies for student engagement and possible responses to the student's behavior.

Also on the day of the in-school suspension, the Principal or designee will send a written notice, in English and in the primary language of the home if other than English, to the student and the student's parent by hand-delivery, certified mail, first-class mail or email to the address provided by the parent, or by any other method of delivery agreed to by the Principal and the parent.

The notice must include the following:

- The reason for and length of the in-school suspension; and
- An invitation to the parent to meet to discuss the student's academic performance and behavior, strategies for engaging the student and possible responses to the student's behavior, if such meeting has not already occurred.

While a student is in an Alternative Academic Environment, he or she will be given subject assignments during the school day.

The removal of a student from extracurricular activities, including athletics, or school-sponsored events, is not considered to be a placement in an Alternative Academic Environment.

The parent of a student who is placed in an Alternative Academic Environment for a second time will be encouraged to meet with the student's teacher, Guidance Counselor and the Principal to discuss the student's academic performance and behavior, strategies for engaging the student and possible responses to the student's behavior. At the Principal's discretion, this conference may be held by telephone.

9. Emergency Removal Under G.L. c. 71, §37H¾

Emergency removal is the temporary removal of student who is charged with a disciplinary offense from school, school grounds and school-related activities for up to two (2) school days following the day of the temporary removal.

Emergency removal is permitted under the following circumstances:

- The student is charged with a disciplinary offense; and
- The student's continued presence in school –
 - 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 other alternative available to alleviate the danger or disruption.

The Principal will make adequate provisions for the student's safety and transportation before removing the student from school.

In case of an emergency removal, the Principal will –

- Provide immediate written notice to the Superintendent of the student's removal and reason for the removal, describing the danger presented by the student;
- Make immediate and reasonable efforts to provide oral notice to the student's parent of the student's removal, the reason for the removal and the notice requirements for short-term or long-term suspension, as may be contemplated by the Principal;
- Provide written notice to the student and the student's parent, in English and in the primary language of the home if other than English, consistent with the notice requirements for short-term or long-term suspensions, as applicable;
- Before the expiration of the emergency removal, unless the time is extended by agreement with the student and the student's parent –
 - Provide the student with a short-term or long-term suspension hearing, as applicable;
 - Provide the parent with an opportunity to attend the hearing;
 - Render a decision orally on day of the hearing; and
 - Provide a written decision for a short-term or long-term suspension, as applicable, no later than the school day following the hearing.

If the hearing demonstrates that the emergency removal was warranted, and the need for a continued suspension exists, then the suspension may be extended up to the limits provided for in the disciplinary rules relating to the particular offense. Time spent out of school during the emergency removal will count toward any additional suspension imposed after the hearing.

10. Short-Term External Suspension Under G.L. c. 71, §37H^{3/4}

Short-term suspension is the removal of a student who has committed a disciplinary infraction from school, school grounds and school-related activities for up to ten (10) consecutive school days.

Except in the case of an emergency, a student for whom a short-term suspension is contemplated is entitled to the following procedural protections before the suspension is imposed:

Notice:

- The Principal will notify the student of the proposed action, and will make reasonable efforts to notify the parent orally of the proposed action and the right to attend a pre-suspension hearing.
- The Principal also will send the parent a written notice of the contemplated suspension, in English and the primary language of the home if other than English, or by other means of communication where appropriate.
- The notice will contain the following information in plain language:
 - The disciplinary offense with which the student is charged;
 - The basis for charge (i.e., evidence against the student);

- The potential consequences, including the potential length of suspension that the student is facing;
- A statement that the student has the opportunity to have the Principal conduct a hearing concerning the proposed suspension at which the student may dispute the charges and/or explain the incident;
- The right to have a parent/guardian attend the hearing;
- The date, time and location of hearing; and
- The right of the student and/or parent to an interpreter, if needed to participate in hearing.
- The notice will be sent to the parent(s)/guardian(s) by hand delivery, first-class mail, certified mail, or email to the address provided by the parent, or any other method of delivery agreed to by the Principal and parent.
- If the parent(s)/guardian(s) does not appear for the hearing, the Principal may proceed without the parent, provided that the Principal has sent the parent written notice of the hearing and has documented at least two (2) attempts to contact the parent in the manner specified for emergency notification.

Hearing:

- The following persons will be present during the hearing: the Principal, the student, the parent (if the parent chooses to attend) and other persons determined by the Principal.
- The Principal will state the charge, determine that the student understands the charge, and discuss and consider the nature of the disciplinary offense, the basis for the charge and any other pertinent information.
- The student will be given the opportunity to dispute the charge, to explain the circumstances surrounding the incident, and to present mitigating factors for consideration by the Principal in determining the consequences.
- The parent(s)(guardian(s), if present, will be given the opportunity to discuss the student's conduct and to offer other information including mitigating factors, for consideration by the Principal in determining the consequences.
- A parent/guardian may waive the right to attend a suspension hearing. Such waiver must be in writing.

Disciplinary Decision:

- The Principal will determine, based on the available information, including mitigating circumstances –
 - Whether the student committed offense, as charged; and
 - If so, what remedy or consequences will be imposed.
- Before imposing a short-term suspension, the Principal will consider and, where appropriate, try alternatives to exclusion from school.
- The Principal, in his or her discretion, may determine that a short-term suspension will be served in school.

Notice of Disciplinary Decision:

- The Principal will notify the student and the student's parent, in writing, in English and in the primary language of the home if other than English, of –
 - The disciplinary decision;
 - The reason(s) for the decision;
 - If suspension is imposed, the type and duration of the suspension; and
 - The opportunity for the student to make up assignments and such other school work as needed to make academic progress during the period of the suspension.

- For students in Preschool to Grade 3, before a student is suspended, the Principal must notify the Superintendent in writing of the decision to impose an external suspension, and the reasons for such suspension.

The placement of a student in an Alternative Academic Environment, and/or the removal of a student from extracurricular activities or school-sponsored events, is not considered to be a short-term suspension.

On the day that the student is scheduled to return to school following a suspension, a parent is encouraged to appear with the student in the Principal's office. The Guidance Counselor and/or Principal's designee also will participate in the reentry session.

11. Long-Term External Suspension (Exclusion) Under G.L. c. 71, §37H^{3/4}

A long-term suspension or exclusion is the removal of a student from school, school grounds and school-related activities for more than ten (10) consecutive school days, or for more than ten (10) cumulative school days in any school year. Unless imposed under G.L. c. 71, §37H or G.L. c. 71, §37H ¹/₂, a long-term suspension may not exceed ninety (90) school days in a school year, and may not extend beyond the end of the school year in which the suspension is imposed.

Notice:

If a student may be given a long-term suspension, the Principal will provide the student and the student's parent with the notice applicable to short-term suspensions, in English and in the primary language of the home if other than English, and, in addition, will include the following information –

- A description of the due process rights for long-term suspension hearings (see below); and
- Notice of the student's right to appeal the Principal's suspension decision to the Superintendent.

Hearing:

In addition to the rights available for short-term suspensions, students facing long-term suspension are entitled to the following –

- An opportunity before the hearing to review the student's record and documents on which the Principal may rely;
- The right to be represented by counsel or a lay person of the student's choice, at the student's expense;
- The right to present witnesses and the student's explanation of the alleged incident, but the student may not be compelled to do so. A victim or student witness need not be summoned (a) if the Principal rules, orally or in writing, that the identification or presence of the victim or student witness would endanger his or her physical safety or cause intimidation, in which case, the victim or student witness will be allowed to submit a signed written statement or recorded testimony to the Principal; or (b) a criminal case is pending and the District Attorney's office requests that the student victim not testify; or (c) a victim or witness who will not be present at the hearing has submitted a written statement, the student will have an opportunity to review the statement (with the name redacted) at the hearing;
- The right to cross-examine witnesses presented by the school.
- The right to request that the hearing be recorded and to receive a copy of the audio-recording, in which case all hearing participants will be notified of the recording.

The student's parent, if present, will be given the opportunity to discuss the student's conduct and to offer other information including mitigating factors, for consideration by the Principal in determining the disciplinary consequences.

Disciplinary Decision:

The Principal will determine, based on the evidence –

- Whether the student committed the offense, as charged; and
- If so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequences will be imposed in place of or in addition to long-term suspension.

Before imposing a long-term suspension, the Principal will consider and, where appropriate, try alternatives to exclusion from school.

The Principal, in his or her discretion, may determine that a long-term suspension will be served in school.

Notice of Disciplinary Decision:

- The Principal will send the student and the student's parent written notice of the disciplinary decision by hand-delivery, certified mail, first-class mail or email to the address provided by the parent or by any other method of delivery agreed to by the Principal and the parent, in English and in the primary language of the home, or by other means of communication where appropriate.
- The disciplinary decision will include the following:
 - The date of the hearing;
 - The participants at the hearing;
 - The disciplinary offense with which the student is charged;
 - Key facts presented at the hearing;
 - Conclusions reached by the Principal based on the evidence;
 - The length and effective date of the suspension, as well as the date on which the student may return to school;
 - Notice of the student's opportunity to receive education services to make academic progress during the period of the suspension, with information concerning the available options and appropriate school contact person; and
 - Information concerning the student's right to appeal to the Superintendent or designee and the appeal process, including notice that –
 - The student or parent must file a written appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension;
 - The student or parent may request that the Superintendent extend the time to file a written appeal for up to seven (7) additional calendar days, provided that the request is made within five (5) calendar days of the effective date of the long-term suspension; and
 - The long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.
- For students in Preschool to Grade 3, before a student is suspended, the Principal must notify the Superintendent in writing of the decision to impose an external suspension, and the reasons for such suspension.

The removal of a student from extracurricular activities or school-sponsored events is not considered to be a long-term suspension.

Before the student is readmitted to school, the student's parent will be encouraged to attend a conference with the Principal or designee, at which time the parent will be informed of any conditions that may be imposed on the student's reentry. At the Principal's discretion, this conference may be held by telephone.

12. Appeal of Long-Term Suspension to Superintendent Under G.L. c. 71, §37H¾

Long-term suspension decisions may be appealed to the Superintendent; short-term suspension decisions may not be appealed. The student or the student's parent(s)/(guardian(s) must notify the Superintendent in writing of a request for an appeal not later than five (5) calendar days following the effective date of the suspension; provided, that a student or parent may request, and if requested will be granted an extension of up to seven (7) calendar days. If an appeal is not timely filed, the Superintendent may deny it or, in his or her discretion, for good cause shown, may allow it to go forward.

The appeal hearing will be held within three (3) school days of the Superintendent's receipt of the notice of appeal, unless the student or the student's parent/guardian(s) requests an extension of up to seven (7) additional calendar days, in which case one such extension will be granted.

The Superintendent will make a good faith effort to include the student's parent(guardian(s) in the appeal hearing. The Superintendent is presumed to have made a good faith effort to include the parent, if the Superintendent has attempted to find a day and time that would enable the parent(guardian(s) and the Superintendent to participate in the appeal hearing.

The Superintendent will notify the parent of the date, time and location of the appeal hearing. The notice will be in writing, in English and in the primary language of the home, or by other means of communication where appropriate, and will be sent by hand-delivery, certified mail, first-class mail or email to the address provided by the parent(guardian(s) or by any other method of delivery agreed to by the Superintendent and the parent.

If the Superintendent is unable to find a day and time that would enable the parent to participate, or the parent/guardian(s) does not appear for the appeal hearing, the Superintendent may proceed without the parent/guardian(s).

13. Appeal Hearing Before Superintendent Under G.L. c. 71, §37H¾

The purpose of the appeal hearing is to enable the Superintendent to determine –

- Whether the student committed the disciplinary offense as charged; and
- If so, what the consequence will be.

The following procedures will apply to appeal hearings before the Superintendent:

- The student will have all of the rights applicable to a long-term suspension hearing before the Principal.
- The Superintendent may make an audio-recording of the hearing, and will provide a copy to the student or the student's parent(s)/guardian(s), upon request.

The Superintendent will issue a written decision within five (5) calendar days of the hearing. The written decision will include all of the information that is required of the Principal's initial determination on the long-term suspension. The Superintendent may impose the same or a lesser

consequence than imposed by the Principal, but may not impose a greater consequence. The Superintendent's decision is the final decision of the school district.

14. Suspension and Expulsion Under G.L. c. 71, §§37H and 37H½

Under G.L. c. 71, §37H or G.L. c. 71, §37H½, a Principal may suspend a student for more than ninety (90) days in a school year or may expel a student. **Expulsion is the permanent removal of a student from school, school grounds and school-related activities.**

Any student who is suspended or expelled under G.L. c. 71, §37H or G.L. c. 71, §37H½ will be notified at the time of the suspension or expulsion of the opportunity to receive education services and make academic progress while suspended or expelled, with information concerning the available options and appropriate school contact person.

Grounds for Suspension or Expulsion:

A Principal may suspend or expel a student under G.L. c. 71, §37H in the following circumstances:

- The student is found on school premises or at a school-sponsored or school-related event, including an athletic game, in possession of a dangerous weapon;*

* The Everett School Department defines the term "dangerous weapon" to include any object or combination of objects that is capable of causing serious injury to persons; is a replica or reasonable facsimile of such an object, and is of no reasonable use to a student in school; or is used as a weapon or to intimidate another individual, such as a bottle, can, scissors, razor, hatpin, metal nail file, baseball bat, hockey stick or other athletic equipment, umbrella, fireworks or explosives, and spray paint, mace or other aerosol or chemical sprays.

- The student is found on school premises or at a school-sponsored or school-related event, including an athletic game, in possession of a controlled substance as defined in G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- The student assaults a Principal, Assistant Principal, teacher, teacher's aide or paraprofessional, or other educational staff on school premises or at a school-sponsored or school-related event, including an athletic game.

A Principal may suspend a student under G.L. c. 71, §37H½ in the following instances:

- The student has been charged with a felony or felony delinquency, and the Principal determines that the student's presence in school would have a substantial detrimental effect on the general welfare of the school.

A Principal may expel a student under G.L. c. 71, §37H½ in the following instances:

- The student has been convicted of a felony or there has been an adjudication or admission in court of guilt with respect to a felony or felony delinquency charge, and the Principal determines that the student's presence in school would have a substantial detrimental effect on the general welfare of the school.

Hearing Procedures

In the event of a suspension or expulsion under G.L. c. 71, §37H or G.L. c. 71, §37H½, the following procedures will apply:

- The Principal or designee may suspend the student for an initial period of ten (10) days following an informal hearing at which the student is informed of the disciplinary offense with which he or she is charged and the basis for the charge, and is provided with an opportunity to dispute the charge and/or explain the circumstances surrounding the alleged incident.

- The student and parent(s)/guardian(s) will be given written notice, in English and in the primary language of the home if other than English, of a formal hearing before the Principal, at which the student may be represented by counsel, at the student's own expense, and may present and examine witnesses and documentary evidence. The hearing will be recorded and, upon request, the student and parent(s)/guardian(s) may obtain a copy of the audio-recording. In determining whether to suspend or expel a student, the Principal will consider all of the relevant information. The Principal will notify the student and parent(s)/guardian(s) of his or her decision in writing.

15. Appeal of Suspension to Superintendent Under G.L. c. 71, §§37H and 37H½

G.L. c. 71, § 37H: Any student who has been expelled under G.L. c. 71, §37H may appeal the expulsion to the Superintendent. The student has ten (10) calendar days from the effective date of the expulsion in which to notify the Superintendent in writing of his or her appeal. The Superintendent will hold an appeal hearing, at which the student has the right to be represented by counsel, at the student's own expense. 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 statute.

G.L. c. 71, §37H½: Any student who has been suspended or expelled under G.L. c. 71, §37H½ may appeal the suspension or expulsion to the Superintendent. The student has five (5) calendar days from the effective date of the suspension or expulsion to notify the Superintendent in writing of his or her appeal. The Superintendent will hold a hearing with the student and the student's parent within three (3) calendar days of the student's request for an appeal, unless the time is extended by agreement of the parties. At the hearing, the student will have the right to present oral and written testimony on his or her behalf, and will have the right to be represented by counsel, at the student's own expense. The Superintendent may uphold, overturn or alter the Principal's decision, or may recommend an alternate educational program for the student. The Superintendent will render a decision on the appeal within five (5) calendar days of the hearing. The Superintendent's decision is the final decision of the school district with regard to the suspension or expulsion; no appeal to the School Committee is available.

Pending the outcome of any appeal, the disciplinary decision of the Principal will remain in effect.

If an expelled student applies for admission to another school or school district, the superintendent of that school district may request a written statement of the reasons for the student's expulsion, and the Superintendent of the Everett Public Schools must provide the other superintendent with such information.

16. Availability and Notice of Education Opportunities and Services to Students Who are Suspended or Expelled

The Principal of each school will ensure that students who are removed from class or school have the opportunity during the period of removal to make up assignments, including but not limited to homework, quizzes, exams, papers, projects and other school work, as needed, in order to earn credits and make academic progress.

The Principal will ensure that there is a school-wide education services plan in place so that students who are suspended or expelled have the opportunity to receive education services and make academic progress during the term of their suspension or expulsion.

The Principal will notify the parent and student of the opportunity to receive education services at the time the student is placed on a long-term suspension or expelled. The notice shall be provided in English and in the primary language of 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.

If the student is a special education student, the student's IEP Team will meet and determine the appropriate educational services for the student during any long term suspension or expulsion.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan.

All students are expected to comply with the school district's disciplinary rules, unless the Individualized Educational Plan ("IEP") for a special education student specifically indicates that the student is not expected to comply with such rules, or is expected to comply with modified rules. If the student is expected to meet modified rules, such modifications to the behavioral requirements must be described in the student's IEP.

If the Team determines that the student's behavior *was* caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student must be returned to the last approved IEP placement unless you and the IEP Team decide on a different placement. The student must also be provided a functional behavioral assessment. A functional behavioral assessment or FBA is a comprehensive assessment of behavior that provides the IEP Team with information about the student's behavior and identifies behavioral intervention services and program modifications that are designed to address the behavioral violation so it does not recur. If the student has already had a functional behavioral assessment and has a behavioral intervention plan, then the IEP Team should determine if any changes should be made to the behavioral intervention plan. If the behavior was caused by the failure to properly implement the IEP, the school must take immediate steps to remedy the deficiencies.

To ensure that the discipline of special education students meets the requirements of federal and state law, Principals must provide prompt written notice to the Special Education Administrator any time such a student commits a suspendable offense.

A. Suspension Procedures

As noted above, a special education student who violates school rules may be suspended for up to ten (10) cumulative days in a school year. If a special education student is suspended for more than ten (10) consecutive school days in a school year, or for shorter periods that constitute a pattern of removal and accumulate to more than ten (10) school days, this is considered to constitute a change in placement.

The district may reconvene a special education student's IEP Team to consider unique circumstances and to give consideration to a change in placement for the student, if he or she has violated the school's Code of Conduct. Whenever the district contemplates changing a special education student's

placement through the disciplinary process, the district will notify the student's parent of the procedural protections available to special education students by sending the parent a copy of the Notice of Procedural Safeguards. (This Notice also is available on the Everett Public Schools website, www.everettpublicschools.org)

B. Manifestation Determination

Whenever a suspension would constitute a change in placement for a student, relevant members of the evaluation TEAM, as determined by the school district and the student's parent, will convene within ten (10) school days of the date of the behavioral incident and determine –

- whether the student's behavior was caused by or had a direct and substantial relationship to his/her disability; or
- whether the student's behavior was the direct result of the school district's failure to implement the IEP.

In making this determination, the TEAM will review all relevant information in the student's file, including the IEP, staff observations, and any relevant information provided by the parent. If the answer to either of the above questions is "yes," the student's behavior is considered to be a manifestation of his or her disability.

The TEAM's determination should be made available to the Principal who is considering the student's suspension before a disciplinary decision is made. Depending upon the TEAM's determination, suspension (or expulsion) may or may not be implemented, as explained below.

C. Circumstances When Suspension in Excess of Ten (10) Days May Be Imposed

If the TEAM determines that the behavior is not a manifestation of the student's disability, the student may be suspended (or expelled), in the same manner and for the same duration as for non-disabled students, in accordance with the procedures set forth in the school district's disciplinary rules. The school district, however, must continue to provide the student with special education services in a new placement during the term of the suspension (or expulsion).

In addition, the student must receive, as appropriate, a functional behavioral assessment and a behavioral intervention plan to address the student's behavior, so that it does not recur.

D. Circumstances When Suspension In Excess Of Ten (10) Days May *Not* Be Imposed

A student may not be suspended for more than ten (10) consecutive days, or ten (10) cumulative days in a school year when a pattern of removal is occurring, if the TEAM determines that the student's behavior is a manifestation of his or her disability.

In such case, the TEAM must conduct a functional behavioral assessment and implement a behavioral intervention plan. If an assessment already has been conducted and a plan developed, the TEAM must review and modify the plan, as necessary, to address the student's behavior. Unless the TEAM decides on a new placement for the student as part of the behavioral intervention plan, or the student is eligible for automatic removal by the school district based on the type of offense, the student must be returned to his or her last agreed upon placement.

If the parent/guardian(s) disagrees with any decision regarding the student's placement or the TEAM's manifestation determination decision, the parent may request a hearing before the BSEA. In the event

that a hearing is requested, except in limited circumstances discussed below, the student may not be removed from the last agreed upon educational setting (i.e., the placement in effect at the time the dispute arose) unless the parties agree upon another placement, or a court permits the school district to change the student's placement based on a showing that the student's continued presence would present a substantial likelihood of injury to the student or to others.

E. Functional Behavioral Assessment

As discussed above, in all cases involving a change in placement that occurs as a result of a disciplinary decision, the student's TEAM must convene to conduct a functional behavioral assessment for the purpose of developing and implementing interventions to assist the student in avoiding the problematic behavior in the future. If a behavioral intervention plan already exists, the TEAM should review and modify the plan, as necessary, to address the student's behavior.

The student is to be returned to the last agreed upon educational setting (i.e., the placement from which he or she was removed), unless the school district and the parent agree upon another placement as part of the behavioral intervention plan, or the student is eligible for automatic removal by the school district due to the type of offense.

F. Interim Alternative Education Setting

A special education student may be placed in an appropriate interim alternative education setting (IAES) for up to forty-five (45) school days, without parental approval, and without regard to whether the student's conduct is a manifestation of his or her disability, in the following circumstances:

- The student carried or possessed a "weapon," as defined under federal law, to or at school, on school premises or at a school function;
- The student knowingly possessed or used, sold or solicited the sale of an illegal drug and/or a controlled substance in school, on school premises or at a school function;
- The student inflicted serious bodily injury on another person (i.e., bodily injury that involves death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty) while at school, on school premises or at a school function; or
- A hearing officer in the BSEA determines that maintaining the student in his or her current placement is substantially likely to result in injury to the student or to others.

While a student is in an IAES, the school district must continue to provide the student with special education services that enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals set out in the IEP.

The student's TEAM also must conduct a functional behavioral assessment and must provide behavioral intervention services and modifications that are designed to address the student's misconduct so that it does not recur. If an assessment already has been conducted and a plan developed, the TEAM must review and modify the plan, as necessary, to address the student's behavior.

At the end of the forty-five (45) school-day placement, the student will be returned to his or her last agreed upon placement, unless the school district and the parent/guardian(s) agree on another placement, or a hearing officer orders another placement.

G. Protections for Students Not Yet Eligible for Special Education

Under certain circumstances, students who have not been determined to be eligible for special education services nonetheless may be entitled to the protections described above, if the school had prior knowledge that the student had a disability and was eligible for special education and related services, before the behavior that precipitated the disciplinary action occurred.

The school district is deemed to have knowledge that student is a student with a disability if:

- The parent/guardian(s) had expressed concern in writing to administrative personnel or the student's teacher that the student was in need of special education services;
- The parent/guardian(s) had requested an evaluation of the student;
- The student's teacher or other school personnel had expressed specific concerns directly to the Special Education Administrator or other administrative personnel about a pattern of behavior demonstrated by the student.

If a parent/guardian(s) refused to consent to an evaluation or refused to accept special education services for the student in the past, or the student was determined to be ineligible for special education services in the past, then the student is not protected under this category and may be disciplined in the same manner as non-disabled students.

If a parent/guardian(s) requests an evaluation for a student after a decision has been made to suspend (or expel) the student, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the school district.

SECTION 504 POLICY

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an individual with a disability by any program or activity receiving federal financial assistance. If you have any questions regarding Section 504, please contact the Director of Guidance, Ms. Johnna Hooks, who also serves as the District Section 504 Coordinator, at 617-394-2492.

A. Evaluation and Provision of Services for Disabled Students

- Section 504 also requires a school district to provide a free appropriate public education (FAPE) to all students with disabilities in its jurisdictions, regardless of the nature or severity of the student's disability. In order to fulfill its obligation under Section 504, the Everett Public Schools has a responsibility to identify, assess, and, if a student is determined to be eligible under Section 504, afford access to appropriate education services to students with disabilities.
- An appropriate education is defined as regular or special education and related aids and services that are designed to meet the individual needs of students with disabilities as adequately as the needs of non-disabled students are met, and that are developed in accordance with the procedural requirements set forth in the federal regulations relating to educational setting, evaluation and placement, and due process protections. Implementation of an individualized education program (IEP) developed in accordance with the federal and state special education laws is one means of meeting these requirements.
- If a student is referred for special education, is found to have a disability, but is not found eligible under the federal and state special education laws, the school may proceed promptly to consider whether the student needs special or regular education and services under Section 504.

B. Discipline of Students with Section 504 Plans

- All students with Section 504 Plans are expected to comply with the school district's disciplinary rules, unless their Section 504 Plan specifically indicates that the student is not expected to comply with such rules, or is expected to comply with modified rules.
- Absent a modification of school rules in a Section 504 Plan, a disabled student who violates the disciplinary rules may be suspended for up to ten (10) cumulative school days in a school year, in the same manner as a student in the general education program. "Suspension" is defined as any action that results in the student's removal from his or her academic program as described in his or her Section 504 Plan, including placement in an Alternative Academic Environment (i.e., in-school suspension), exclusion from transportation services that prohibits the student from participating in his or her prescribed program, and placement in an interim alternative educational setting.
- **In cases involving the possession of weapons, drugs or serious bodily injury, a student may be removed immediately consistent with the student code of conduct.**

C. Manifestation Determination

Whenever a suspension would constitute a change in placement for a student with a Section 504 Plan, relevant members of the student's Section 504 Plan Team, as determined by the school district, will convene within ten (10) school days of the date of the behavioral incident and determine whether the student's behavior was caused by or had a direct and substantial relationship to his/her disability. The process is called a Manifest Determination. The Section 504 Plan Team must also consider whether the student's behavior was the direct result of the school district's failure to implement the Section 504 Plan.

In making this determination, the Team will review relevant information in the student's file, including the Section 504 Plan, discipline reports, staff observations, and any relevant information provided by the parent/guardian(s). If the answer to the question is "yes", the student's behavior is considered to be a manifestation of his or her disability. If the Section 504 Plan Team cannot reach consensus on whether a student's behavior was or was not a manifestation of his or her disability, the Principal will make the determination and provide the parent with written notice.

The Section 504 Plan Team's determination should be made available to the Principal, who is considering the student's suspension, before a disciplinary decision is made. Depending upon the Section 504 Plan Team's determination, suspension (or expulsion) may or may not be implemented, as explained below.

D. Circumstances When Suspension in Excess of Ten (10) Days May Be Imposed

If the Section 504 Plan Team determines that the behavior is not a manifestation of the student's disability, the student may be suspended (or expelled), in the same manner and for the same duration as for non-disabled students, in accordance with the procedures set forth in the school district's disciplinary rules.

E. Circumstances When Suspension In Excess Of Ten (10) Days May *Not* Be Imposed

A student may not be suspended for more than ten (10) consecutive days in a school year, or ten (10) cumulative days when a pattern of removal is occurring, if the Section 504 Plan Team determines that the student's behavior is a manifestation of his/her disability.

In such case, the Section 504 Plan Team must conduct a Functional Behavioral Assessment and implement a behavioral intervention plan. If an assessment already has been conducted and a plan developed, the Section 504 Plan Team must review and modify the plan, as necessary, to address the student's behavior. Unless the Section 504 Plan Team decides on a new placement for the student as part of the behavioral intervention plan, or the student is eligible for automatic removal by the school district based on the type of offense, the student must be returned to his/her last academic placement.

If the parent disagrees with any decision regarding the student's placement or the Section 504 Plan Team's manifestation determination decision, the parent may request a hearing before the Superintendent or the Bureau of Special Education Appeals (BSEA). In the event that a hearing is requested, the student may not be removed from the last academic setting (i.e., the placement in effect at that time the dispute arose) without the agreement of the student's parent, unless the student's continued presence would present a substantial likelihood of injury to the student or to others.

F. Functional Behavioral Assessment

In all cases involving a change in academic placement that occurs as a result of a disciplinary decision, the student's Section 504 Plan Team must convene to conduct a functional behavioral assessment. The assessment is for the purpose of developing and implementing interventions to assist the student in avoiding the problematic behavior in the future. If a behavioral intervention plan already exists, the Section 504 Plan Team should review and modify the plan, as necessary, to address the student's behavior.

The student is to be returned to the last agreed upon academic setting (i.e., the placement from which he or she was removed), unless the school district and the parent agree upon another placement as part of the behavioral intervention plan, or the student is eligible for automatic removal by the school district due to the type of offense.

G. Interim Alternative Education Setting

A student with a Section 504 Plan may be placed in an appropriate interim alternative education setting (IAES) for up to forty-five (45) school days, without the approval of the parent, and without regard to whether the student's conduct is a manifestation of his or her disability, in the following circumstances:

- The student carried or possessed a "weapon," as defined under federal law, to or at school, on school premises or at a school function;
- The student knowingly possessed or used, sold or solicited the sale of an illegal drug and/or a controlled substance in school, on school premises or at a school function; or
- The student inflicted serious bodily injury on another person (i.e., bodily injury that involves death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty) while at school, on school premises or at a school function, or it is believed that that maintaining the student in his/her current academic placement is substantially likely to result in injury to the student or to others.

While the student is in the Interim Alternative Education Setting, the school district must continue to provide the student with accommodations that enable him/her to continue to participate in the general education curriculum.

At the end of the forty-five (45) school-day placement, the student will be returned to his or her last academic placement, unless the school district and the parent agree on another placement.

If a parent requests an evaluation for a student after a decision has been made to suspend (or expel) a student, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school district.

APPENDIX A

EVERETT PUBLIC SCHOOLS' STATEMENT ON PLAGIARISM

As members of the Everett Public Schools community, we expect the highest standards from ourselves and from each other. Dishonorable behavior diminishes us, and those who ignore such behavior are, in fact, giving approval by their silence. Acting responsibly often requires making difficult choices.

The Everett Public Schools is a place where each of us can learn and grow; where honor is valued in all aspects of our lives. Honesty is, therefore, a fundamental expectation of our schools. In addition, cooperation, responsibility and independence by each member of the school community will ensure continued success.

With academic honesty at the center, a “social contract” among teachers, students and parents places responsibilities on each. Teachers must prepare thoughtful and purposeful assignments, which include a clear definition of the appropriateness or inappropriateness of sharing work and information. Students must follow these guidelines, and parents must reinforce them. Part of the message parental message must be a clear statement that a poor grade honestly earned is preferable to a good grade dishonestly earned.

The message that honesty is valued and expected must be sent clearly, not only by teacher and parents, but also by the entire community. The schools are at the center of a democratic government. An educated citizenry is a necessary condition for success. True education can only take place in an atmosphere of academic honesty.

APPENDIX B

EVERETT PUBLIC SCHOOLS' RESPONSIBLE USE POLICY FOR TECHNOLOGY

A. Purpose

The Everett Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information, and the ability to communicate with others. The system/network will be used to increase communication (staff, parent and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies and businesses.

B. Availability

The Superintendent or designee shall implement, monitor and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Everett Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Everett Public Schools

C. Responsible Use

The Superintendent or designee shall develop and implement administrative regulations, procedures and user agreements, consistent with the purpose and mission of the Everett Public Schools as well as with law and policy governing copyright.

D. Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

E. Liability

The Everett Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Everett Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

F. Administrative Procedures for Implementation

1. Commercial use of the system/network is prohibited.
2. The district will provide training to users in the proper use of the system/network.
3. The district will provide each user with copies of the *Responsible Use Policy and Procedures*.
4. Copyrighted software or data shall not be placed on the district system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file at the building level. (change)
8. Initial passwords provided by the network administrator must be changed upon access. (change)
9. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
10. Students completing required course work will have first priority for after school use of equipment.
11. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
12. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.
13. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
- 14. Principals or their designee shall be authorized to monitor or examine all systems activities, including electronic mail transmissions to ensure proper use of electronic resources.**
15. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
16. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
17. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
- 18. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by district policy.**
19. System users shall not use another user's account.
20. System users should purge electronic information according to district retention guidelines.
21. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, district policy and administrative procedures.
22. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
23. Any malicious attempt to harm or destroy equipment, materials, data or programs is prohibited.
24. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
25. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software and system restoration.
26. Forgery or attempted forgery is prohibited.
27. To read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.

- 28. **Use of inappropriate language; swearing, vulgarity, ethnic or racial slurs and other inflammatory language is prohibited.**
- 29. Sending and receiving electronic messages, while pretending to be someone else is prohibited.
- 30. **Transmitting or viewing obscene material is prohibited.**
- 31. Revealing personal information (address, phone numbers, etc.) is prohibited.
- 32. **The district will cooperate fully with local, state, or federal officials in all investigations concerning or relating to misuse of the district's system/network.**

A user who violates district policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

NOTE: Please sign and return the *Responsible Use Policy For Technology* agreement form located on a separate sheet of paper (pink paper) at the beginning of this handbook.

APPENDIX C

EVERETT PUBLIC SCHOOLS' POLICY ON THE USE OF STUDENT-OWNED LAPTOPS, NETBOOKS, TABLET COMPUTERS, MOBILE INTERNET DEVICES AND CELLULAR PHONES IN SCHOOL

The Everett School Committee has adopted the following policy on the use of student-owned laptops, netbooks, tablet computers, mobile internet devices and cellular phones in school:

The Everett Public Schools provides students access to a wireless network, and the option of utilizing a laptop, netbook, tablet other Mobile Internet Device (MID) or cellular phone as a means to enhance their education. The purpose of this policy is to assure that students recognize the limitations that the Everett Public Schools imposes on their use of personal laptops, netbooks, tablet computers and other MIDs and cellular phones. In addition to this policy, the use of any school computer, including laptop computers, netbooks, tablet computers, MIDs and cellular phones also requires students to abide by the Everett Public Schools *Responsible Use Policy for Technology*.

During the course of the school year, other rules regarding the use of personal laptops, netbooks, tablet computers, MIDs and cellular phones may become a part of this procedure.

General Usage

The Everett Public Schools provides the opportunity for students to bring a personal laptop, netbook, tablet computer, other MID or cellular phone to school to use as an educational tool.

The use of these laptops, netbooks, tablet computers, MIDs and cellular phones in class will be at the discretion of the teacher.

1. Students must obtain teacher permission before using a personal laptop, netbook, tablet computer, MID or cellular phone during classroom instruction.
2. Student use of a personal laptop, netbook, tablet computer, MID or cellular phone must support the instructional activities currently occurring in the instructional environment.
3. Students must turn off and put away a personal laptop, netbook, tablet computer, MID or cellular phone when requested by a teacher.
4. Students should be aware that their use of the laptop, netbook, tablet computer, MID or cellular phone could cause distraction for others in the classroom, especially in regard to audio. Therefore, audio must be muted. Headphones should not be used during instructional time.

Consequences of Prohibited Use

If students refuse to comply with the above guidelines, consequences will apply. Student infractions will be documented as a referral for each offense. The consequences for these infractions are outlined below:

- 1st Offense = Laptop, netbook, tablet computer, MID or cellular phone will be confiscated until the end of the school day, when the student may retrieve it.

- 2nd Offense = Laptop, netbook, tablet computer, MID or cellular phone will be confiscated until the end of the day, when the student's parent must retrieve it.
- 3rd Offense = Loss of laptop, netbook, tablet computer, MID or cellular phone privileges for a period of time as decided by School Administration on a case by case basis.

Laptop/Netbook/MID/Cellular Phone Security Risks

Laptops, netbooks, tablet computers, MIDs and cellular phones are especially vulnerable to loss and theft. Opportunistic and organized thieves will target these devices in school, on school grounds, and in the community.

Student Responsibility

Everett Public Schools accept no responsibility for personal property brought to the school by students. This includes laptop computers, netbooks, tablet computers, MIDs and cellular phones.

Students who bring a laptop, netbook, tablet computer, MID or cellular phone to school assume total responsibility for said equipment. Laptops, netbooks, tablet computers, MIDs or cellular phones that are stolen or damaged are the responsibility of the student and their parents or guardians.

Students should take all reasonable steps to protect against the theft or damage of their personal laptop, netbook, tablet computer, MID or cellular phone.

Physical Security

Users should take the following physical security preventative measures.

- Laptops, netbooks, tablet computers, tablet computers, MIDs and cellular phones should **NEVER** be left unattended for ANY period of time. When not in use, these items should be locked in the owner's school locker.
- Laptop computers, netbooks, tablet computers, MIDs and cellular phones must not be left unattended at any time. **(If a laptop, netbook, tablet computer, MID or cellular phone is left unattended it will be picked up by staff and turned into the Main Office.)**

Access Control and Authentication

- Students can only access the Internet and the school network via a wireless connection provided by the District and using his/her own District account. **Any student found connecting his/her laptop or netbook to the network using an Ethernet cable plugged into a wall jack will have his/her laptop or netbook confiscated and will lose personal laptop access privileges.**
- No student shall knowingly gain access to, or attempt to gain access to, any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or district personnel.
- No student shall install District-owned licensed software on their personal laptop or netbook.
- No student shall establish a wireless Ad-hoc (peer-to-peer) network using his/her laptop or netbook while on school grounds.
- No students shall use any computing device, including their laptop, netbook, tablet computer, MID or cellular phone to illegally collect any electronic data or disrupt networking services (Hacking).

APPENDIX D

EVERETT PUBLIC SCHOOLS' POLICY ON BULLYING

INTRODUCTION

The Everett Public Schools is committed to promoting an atmosphere of safety, respect and caring for all students, staff members and visitors to the schools, and to providing an environment in each school that is conducive to teaching and learning. Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of this plan at his or her school. Bullying, harassment and intimidation have no place in a school setting. Consistent with this commitment, the Everett Public Schools refuses to tolerate and prohibits bullying and cyber-bullying of students, as those terms are defined in G.L. c. 71, §37O. The Everett Public Schools also prohibits and refuses to tolerate retaliation against students who report such conduct, provide information during an investigation of bullying, or witness or have reliable information about bullying. Bullying, cyber-bullying, harassment, intimidation and retaliation violate the Code of Conduct for students. Such conduct also may constitute a crime. A student or staff member 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 who engages in bullying, cyber-bullying, harassment, intimidation or retaliation will be subject to discipline and may be subject to criminal prosecution.

The bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) that must be remedied, for bullying can undermine a student's ability to achieve his or her full academic potential. The Everett Public Schools does not attempt to resolve the bullying situation by unilaterally changing the frequency, duration, intensity, placement, or location of the student's special education and related services. These decisions are made by the IEP Team and consistent with the IDEA provisions that address parental participation.

DEFINITIONS

Bullying : The repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target and (1) causes physical or emotional harm to the target or damage to the target's personal property; (2) places the target in reasonable fear of such harm to himself or damage to his property ; (3) creates a hostile environment in school for the target; (4) infringes on the target's rights in school; or (5) materially and substantially disrupts the educational process or orderly operations of school. This shall include cyber-bullying.

Bystander: A person who is present during an act of bullying, but does not take part.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated clauses to include the definition of bullying.

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

Hostile environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Plan: Each school district, charter school non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students parents and guardians. The Plan shall apply to students and members of a school staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

Retaliation: Any form of intimidation, reprisal or harassment that is directed against a person who reports bullying, provides information during a bullying investigation, or witnesses or has reliable information about bullying.

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

School grounds: Property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Stalking: The act willfully and maliciously engaging in conduct that seriously alarms or annoys a specific person and would cause reasonable person to suffer substantial emotional distress and makes a threat with the intent to place person in fear of death or bodily injury. Such conduct, acts or threats include, but are not limited to, electronic mail, Internet communications and facsimile communications. Stalking is a police matter and felony that is punishable by imprisonment in the state prison for up to five years or by a fine of not more than \$1000.00, or imprisonment in the house of correction for not more than two and one-half years or both.

Unauthorized Access: Whoever, without authorization, knowingly accesses a computer system by any means, or after gaining access to a computer system by any means knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of correction for not more than thirty days or by a fine of not more than one thousand dollars, or both.

The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users.

See also Everett Public Schools Acceptable Use Policy.

Target: A student against whom bullying, cyber-bullying or retaliation has been perpetrated.

APPLICATION OF POLICY

Bullying is prohibited on school grounds; on property immediately adjacent to school grounds; at school-sponsored or school-related activities; at functions or programs whether on or off school grounds; at school bus

stops; on school buses or other vehicles owned, leased or used by the school district; or, through the use of technology or an electronic device owned, leased or used by the Everett Public Schools.

Bullying also is prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Everett Public Schools if the act or acts in question create a hostile environment at school for the **target**; infringe on the rights of the target at school; and/or materially and substantially disrupt the education process or the orderly operation of a school. Nothing in this Policy requires the school district to staff any non-school-related activities, functions or programs.

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

The Everett Public Schools provides age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district. The curriculum shall be evidence-based and includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe and nurturing environments for all children and adults.

The Superintendent is responsible for developing a Bullying Prevention and Intervention Plan, with staff and public involvement, addressing each of the 10 elements set forth in G.L.c.71, §370(d) , with copies of forms, flow charts, etc. Principals are responsible for implementing the Plan in their schools; the Superintendent is responsible for its overall implementation. The Plan reflects an integrated approach that incorporates preventive education, behavior management, disciplinary action and restorative justice. This balanced approach addresses the needs of all parties involved: the target, alleged perpetrator and community through processes that preserve the safety and dignity of all.¹ It requires, among other things, that students and staff members report all instances of bullying, cyber-bullying or retaliation; that Principals or their designees promptly investigate reports of bullying, cyber-bullying or retaliation; that the parents/guardians of students who are targets or alleged perpetrators of bullying, cyber-bullying or retaliation be notified and informed of what steps are being taken to prevent recurrences and to keep the targets safe; and that the school district take effective remedial action to end bullying, cyber-bullying and retaliation and to restore a sense of security to targets of bullying. The Plan also includes on-going training and education components. Information regarding bullying and cyber-bullying will be made available to students, parents/guardians, staff members and the community through such avenues as newsletters, presentations to students, professional development for staff, meetings of the Committee on Bullying in each building, and presentations to parents and the community for policy input and feedback.

BULLYING PREVENTION AND INTERVENTION PLAN

The Everett Public Schools develops, adheres to and updates this plan in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians.

The Everett Public Schools Policy on Bullying and its Action Plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. This consultation shall include, but not be limited to, notice and a public comment period.

¹ Nothing in this Policy creates or should be interpreted as creating an express or implied contract. Except for any provisions mandated by state law, federal law or applicable collective bargaining agreements, the *Everett Public School District* reserves the exclusive right at all times to unilaterally modify, revoke, or change any and all provisions of this Policy.

Parents, guardians and staff are expected to attend school-sponsored and district-sponsored events to learn acceptable strategies regarding ways to identify and deal with all matters of bullying, cyber- bullying and retaliation.

RELATIONSHIP BETWEEN BULLYING POLICY AND POLICIES AGAINST DISCRIMINATION AND HARRASSMENT

Any incident of bullying, intimidation or harassment that is based on a person's membership in a legally protected category under state or federal law will be treated as a violation of this Policy and the Everett Public Schools' policy prohibiting unlawful discrimination.

Nothing in this Policy is designed or intended to limit the authority of a Principal or the Superintendent to take action under G.L. c. 71, §§37H or 37H½, G.L. c. 71, §§41 and 42, G.L. c. 76, §5 or other applicable laws, policies or collective bargaining agreements in response to violent, harmful or disruptive behavior, regardless of whether this Policy covers such behavior.

APPENDIX E

ACTION PLAN ON BULLYING PREVENTION AND INTERVENTION

The Everett Public School District is committed to promoting an atmosphere of safety, respect and caring for all students, staff members and visitors to the schools, and to providing an environment in each school that is conducive to teaching and learning. Consistent with this commitment, the Everett School Committee has

adopted a Policy on Bullying that can be found on the school district's website, <http://www.everettpublicschools.org> together with this Action Plan. Additionally, the Superintendent has developed this Action Plan on Bullying Prevention and Intervention ("Action Plan"), with staff and public involvement, addressing each of the 10 elements set forth in G.L.c.71, §370(d). This Action Plan reflects an integrated approach that incorporates preventive education, behavior management, disciplinary action and restorative justice. Its balanced approach addresses the needs of all parties involved: the target, alleged perpetrator and community through processes that preserve the safety and dignity of all.

This plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

This plan includes specific steps that the Everett Public Schools shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

Schools will ensure that a student with a disability who is the target of bullying behavior continues to receive a Free and Appropriate Public Education (FAPE) in accordance with his or her IEP.

This Action Plan shall apply to students and school staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or paraprofessionals. The Principal of each school is responsible for implementing the Action Plan, except when a report of bullying identifies the Principal or Assistant Principal as the alleged perpetrator, in which case the Superintendent or designee will be responsible for implementing the Action Plan.

Bullying, Cyber-Bullying and Retaliation

The Everett Public Schools prohibits and refuses to tolerate bullying, cyber-bullying, harassment or intimidation of students by other students or by staff members or other adults in the school community. The Everett Public Schools also prohibits and will not tolerate retaliation against students who report such conduct, provide information during an investigation of bullying, witness bullying, or have reliable information about bullying. Bullying, cyber-bullying, harassment, intimidation and retaliation violate the Code of Conduct for students. Such conduct also may constitute a crime. A student or staff member who engages in bullying, cyber-bullying, harassment, intimidation or retaliation will be subject to discipline and may be subject to criminal prosecution.

It is a violation of the Policy on Bullying and this Action Plan for any adult in the school community, including but not limited to staff members, consultants and contractors, to engage in or to condone bullying in school, or to fail to report or otherwise take reasonable, corrective measures, when he or she becomes aware of such conduct.

DEFINITIONS

Bullying : The repeated use by one or more students or by a member of a school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target and (1) causes physical or emotional harm to the target or damage to the target's personal property; (2) places the target in reasonable fear of such harm to himself or damage to his property (3) creates a hostile environment in school for the target; (4) infringes on the target's rights in school; or (5) materially and substantially disrupts the educational process or orderly operations of school. This shall include cyber-bullying.

Bystander: A person who is present during an act of bullying but does not take part.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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

Hostile environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Plan: Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The Plan shall apply to students and school staff members, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

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

Retaliation: Any form of intimidation, reprisal or harassment that is directed against a person who reports bullying, provides information during a bullying investigation, or witnesses or has reliable information about bullying.

School grounds: Property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Stalking: The act of willfully and maliciously engaging in conduct that seriously alarms or annoys a specific person and that would cause a reasonable person to suffer substantial emotional distress and that makes a threat with the intent to place person in fear of death or bodily injury. Such conduct, acts or threats include, but are not limited to, electronic mail, internet communications and facsimile communications. Stalking is a police matter; stalking is felony that is punishable by imprisonment in the state prison for up to five years or by a fine of not more than \$1000.00 and imprisonment in the house of correction for not more than two and one-half years or by both.

Unauthorized Access: Whoever, without authorization, knowingly accesses a computer system by any means, or who, after gaining access to a computer system by any means, knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of correction for not more than thirty days or by a fine of not more than one thousand dollars, or both. The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users.

See also Everett Public Schools Acceptable Use Policy.

Target: A student against whom bullying, cyber-bullying or retaliation has been perpetrated.

Policy Application

Occurrences of bullying happen both in and out of school, during and after school hours, at home and in locations outside of the home.

Bullying is prohibited everywhere and at all times and particularly:

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

Bullying also is prohibited at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the Everett Public Schools, if the act or acts in question –

- Create a hostile environment at school for the target;
- Infringe on the rights of the **target** at school; or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Nothing in this Action Plan requires the school district to staff any non-school-related activities, functions or programs.

Reporting

Reporting by Students: Any student who believes that he or she is a target of bullying or retaliation, who observes an act of bullying or retaliation, or who has reasonable grounds to believe that these behaviors are taking place, must report the incident(s) to a member of the school staff. The report may be verbal or written, and may be made anonymously, although no disciplinary action will be taken against a perpetrator

solely on the basis of an anonymous report. If a student makes a verbal report to a staff member, the staff member will record the report in writing and, if developmentally appropriate, will ask the student to review and sign the report. A student, other than a **target**, who fails to report such incident(s) may be subject to disciplinary action. Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action.

Reporting by Staff Members: Every staff member is a mandated reporter and must report immediately to the Principal or designee any incident of bullying or retaliation that the staff member witnesses or of which the staff member becomes aware. If the staff member initially makes a verbal report of bullying, he or she will submit a written incident report as soon as practicable thereafter. Incident reports will be dated and time-stamped. The Principal or designee will maintain a log of all incidents reported and will submit the log monthly to the Director of Guidance, who will maintain a district-wide tally. A status report about each incident also will be submitted by the Principal to the Director of Guidance.

Reporting by Parents/Guardians: Parents/guardians and other members of the community are encouraged to report to the Principal or a staff member any incident of bullying or retaliation that they witness or of which they become aware as soon as possible.

Incident Reports

- All forms for reporting incidents of bullying or retaliation, including a form for anonymous reporting by students, are on the Everett Public Schools website <http://www.everettpublicschools.org> in English, Spanish, Portuguese, Haitian Creole and Arabic.
- The reporting forms also are available in the Guidance Office in each school and in the **Deans'** offices at Everett High School. Bully Boxes are available in each school, where anonymous reports may be submitted.
- Anonymous phone calls to staff members will be referred to the Principal or his/her designee.
- Reports of retaliation will be referred to the person(s) who investigated the original incident.

Safety of Target, Witnesses and Perpetrator

District personnel, upon receipt of a report of alleged bullying or retaliation, are required to assess the safety of the target of the alleged bullying and to promptly begin to conduct an investigation into the allegations. Before fully investigating the allegations of bullying or retaliation, the principal or his/her designee will take steps to assess the need to restore a sense of safety to the target and/or to protect the target from possible further incidents. Responses to promote safety may include, but are not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the alleged perpetrator's schedule and access to the target. The principal or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

The bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) that must be remedied, for bullying can undermine a student's ability to achieve his or her full academic potential. The Everett Public Schools does not attempt to resolve the bullying situation by unilaterally changing the frequency, duration, intensity, placement, or location of the student's

special education and related services. These decisions are made by the IEP Team in accordance with IDEA provisions that address parental participation.

The Principal or his/her designee will arrange for an alleged perpetrator to receive counseling or will refer the alleged perpetrator to appropriate services, including guidance, academic intervention, and protection, as necessary.

Notifications Upon Receipt of Report of Bullying or Retaliation

Notice to Parents/Guardians, When Alleged Perpetrator is a Student. Upon receipt of a report alleging bullying or retaliation by a student, the Principal or his/her designee will promptly contact the parents/guardians of the student who is the target and the parents/guardians of the student who is the alleged perpetrator. The communication will include a discussion of the actions being taken to prevent further instances of such conduct. The parents/guardians of the alleged perpetrator will be invited to attend a meeting at which the conduct, words or images referred to in the report will be reviewed.

Upon completion of an investigation into a report of bullying or retaliation, the Principal or his/her designee will contact the parents/guardians of the target and of the alleged perpetrator and will inform them of the results, including whether the allegations were founded; whether there was a violation of the Policy on Bullying; and of the actions to be taken to prevent further incidents of such conduct. The parents/guardians will be provided with information regarding their own child only, unless a court order has been issued to indicate otherwise. The parents/guardians of a student who is disciplined for any act of bullying or retaliation must attend a meeting with the Principal or his/her designee at the time that the student is re-admitted to the regular school program.

Notice to Parents/Guardians and Staff Member, When Alleged Perpetrator is a Staff Member. Upon receipt of a report alleging bullying or retaliation by a staff member, the Principal or his/her designee will promptly contact the parents/guardians of the student who is the target and the staff member who is the alleged perpetrator. In conducting the investigation, the Principal or his/her designee will provide the staff member with the procedural protections available under the school district's personnel policies and/or applicable collective bargaining agreement.

Upon completion of an investigation into a report of bullying or retaliation, the Principal or his/her designee will contact the parents/guardians of the target and the alleged perpetrator and will inform them of the results; including whether the allegations were found to be factual; whether a violation of the Policy on Bullying was found; and what actions will be taken to prevent further incidents of such conduct. The parents/guardians will be provided with information as it relates to their own child only, unless a court order has been issued to indicate otherwise. If a Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee will confer with the Superintendent regarding possible disciplinary or other action against the staff member, in accordance with the school district's personnel policies and/or applicable collective bargaining agreement.

Notice to Another School or School District. If it appears that an incident of bullying or retaliation involves students from more than one school, school district, charter school, non-public school, approved private day or residential school or collaborative school, the school or school district that first was informed of the bullying or retaliation will promptly notify the appropriate administrator of the other school or school district, consistent with state and federal law, so that both may take appropriate action.

Notice to Law Enforcement Agency. The Principal or his/her designee will notify the Everett Police Department if a former student who is under the age of twenty-one (21) is believed to be involved in bullying, and the Principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the former student.

At any point during an investigation of bullying or retaliation, including at the conclusion of an investigation, the Principal or his/her designee will notify the Everett Police Department if the Principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the alleged perpetrator.

Before notifying law enforcement officials, the Principal or his/her designee will consult with the Superintendent, the School Resource Officer and other appropriate staff members. The Principal or his/her designee must document the reason(s) for his/her decision to notify law enforcement officials.

Investigation of Reports of Bullying or Retaliation

The Principal or his/her designee will promptly commence and complete the investigation into a report of bullying or retaliation. In the event of an allegation of cyber-bullying, the Principal or his/her designee will take appropriate steps to secure the electronic communication(s) or other evidence of bullying or retaliation. The investigation will be tailored in light of, among other things, the nature and severity of the alleged conduct and the ages of the students involved. The investigation may include obtaining written statements from persons having knowledge of the alleged incident(s) and interviewing the target, alleged perpetrator, staff members, students and/or witnesses. All persons will be interviewed individually.

Confidentiality will be maintained throughout the process, to the extent consistent with the school's legal obligations, in order to protect persons who are the target of bullying or retaliation, report bullying or retaliation, provide information during an investigation of bullying or retaliation, or witness or have reliable information about an act of bullying or retaliation.

Determination and Response to Bullying or Retaliation

The Principal or his/her designee will determine whether the reported incident(s) occurred and, if so, whether the incident(s) constitute bullying or retaliation. The determination will be based on all relevant evidence and the perspective of the students involved, in light of their ages, intelligence and experience. The determination will be made in writing.

If bullying or retaliation is substantiated, the Principal or his/her designee will take action that is reasonably calculated to prevent a recurrence of such conduct and to ensure that the target is not restricted in participating in school or benefiting from school activities.

Disciplinary actions for students will be in accordance with the school district's disciplinary policies and will balance the need for accountability with the need to teach students appropriate behavior. Possible responses include, but are not limited to, teaching appropriate behavior regarding bullying, conflict resolution and anger management; requiring a student to provide a written apology, write a reflective essay or engage in another reflective activity; placing a student on a behavioral contract or internet safety plan; holding a parent conference; separating the parties involved until the matter is settled.

Restorative measure will be outlined to seamlessly reinstate students and employees who are involved in matters of bullying into the work and/or the school environment. The Principal also will consider whether adjustments are needed in the school environment to promote student safety and to discourage acts of bullying or retaliation.

Within a reasonable time period following a determination that bullying or retaliation has occurred, the Principal or his/her designee will contact the TARGET to determine whether such conduct has recurred and/or whether additional supportive measures are necessary to restore the student's sense of safety. The Principal or

his/her designee will take such further actions as are needed to respond to the information provided by the student.

Relationship Between Bullying and Discrimination or Harassment

State and federal law, Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, prohibit a public school district from excluding or discriminating against a student in admission to school or in obtaining the advantages, privileges, and courses of study of the school on account of race, color, religion, ancestry, national origin, age, sex, sexual orientation, gender identity or disability. Bullying or retaliation also may constitute unlawful discrimination, if it is based on the target's membership in a legally protected category. Any incident of discrimination or harassment based on a student's membership in a legally protected category will be treated as a violation of the Policy on Bullying and the Everett Public Schools' policies prohibiting unlawful discrimination and harassment.

Relationship to Other Laws and Policies

If the Principal or his/her designee determines that an incident reported under this Action Plan occurred but that the conduct does not constitute bullying or retaliation, the investigator may, nonetheless, take appropriate disciplinary action if the conduct is inappropriate and violates the Code of Conduct for students.

Nothing in the Policy on Bullying or this Action Plan is designed or intended to limit the authority of a Principal or the Superintendent to take action under G.L. c. 71, §§37H or 37H½, G.L. c. 71, §§41 and 42, G.L. c. 76, §5 or other applicable laws, policies or collective bargaining agreements in response to violent, harmful or disruptive behavior, regardless of whether the Policy or this Action Plan covers such behavior.

Curriculum and Instruction Regarding Bullying

"Effective Evidence-based Practices for Preventing and Addressing Bullying" includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe, and nurturing environments for all children and adults. The school district will provide students with instruction on strategies to identify, refuse to tolerate, cope with, and report bullying behavior, through the following evidence-based, age-appropriate curricula that children will be instructed to employ to increase their comfort with expressing feelings and to decrease bullying.

- Grades K-5: *Open Circle*
- Grades 6-8: *Second Step*
- Grades K-12: Massachusetts Aggression Reduction Center (MARC) Curriculum: *Bullying and Cyberbullying Prevention*. Core groups of students are trained through MARC, and work with building-trained staff, to support the school building climate through suggested activities such as PSA's, poster contests, bully free zones, etc.

Each fall, teachers explain the Policy on Bullying to their students in age appropriate language. Teachers sign certification statements attesting that they spoke with every child in his or her charge. Students will participate in learning and will adhere to the following guidelines and expectations to prevent bullying:

- Treat each other respectfully;
- Refuse to bully others;
- Refuse to stand by and let others be bullied;
- Refuse to watch, laugh, or join in when someone is being bullied;
- Try to include everyone, especially those who are often left out; and

- Report bullying to an adult.

In all schools, interventions for students who engage in bullying behaviors will be clearly outlined, and behaviors will be assessed on a continuum that is appropriate to the developmental level of the student(s). The skills and proficiencies needed to avoid and to respond to bullying, harassment and teasing will be addressed for students with disabilities in their Individualized Education Programs.

Professional Development

This plan includes a provision for ongoing professional development to build the skills of all staff members, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.

Annual Written Notice. At the beginning of the school year, the school district will provide staff members with written notice of the Policy on Bullying and this Action Plan. The notice will include information regarding the procedures for reporting incidents of bullying or retaliation. Relevant sections of the Action Plan relating to the duties of staff members will be included in the Employee Handbook.

Annual Training. The school district will provide staff members with annual research-based training on their duties under this Action Plan, the reporting and investigation procedures contained in the Action Plan, and an overview of the bullying prevention curriculum for students. The training will include information regarding the following topics:

- Common vocabulary relating to bullying and retaliation;
- Identification of conduct that constitutes bullying or retaliation;
- Identification of an alleged perpetrator a target and a bystander, and the complex interaction and power differential that can take place among them;
- Developmentally appropriate strategies to prevent bullying and retaliation;
- Strategies for immediate, safe and effective interventions to stop incidents of bullying and retaliation;
- Procedures for reporting and investigating bullying and retaliation;
- The relationship between bullying and other improper conduct, such as harassment or discrimination based on an individual's membership in a protected category;
- Research findings on bullying, including information on students who are at risk for bullying (supplied from the EPS yearly survey information compiled through MARC and the results of the Youth Risk Behavior Survey);
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues, as they relate to cyber-bullying.

Professional development for staff also may include information relating to gender identity and gender nonconformity. During the **school year**, all staff will participate in further training. Updated information from the Middlesex District Attorney's Office will be presented during a public community meeting.

Expectations for Staff

Staff members are expected to recognize acts of bullying and retaliation and to take all necessary steps to ensure that the policies and procedures of the Everett Public Schools regarding bullying and retaliation are implemented, including but not limited to the following:

- Immediately reporting to the Principal or designee any incident of bullying or retaliation that the staff member observes or of which the staff member becomes aware. Every staff member in the Everett Public Schools is a mandated reporter.
- Intervening in any incident of bullying or retaliation observed by the staff member to end the behavior and to protect the safety of the target. If necessary, a staff member should obtain help from another staff member;
- Closely observing students during filing times, recess, lunch time and dismissal;
- Taking seriously any concerns about bullying or retaliation that are received from students or parents/guardians, and responding quickly and sensitively to reports of retaliation;
- Engaging in professional development activities to learn more about bullying and retaliation.

All employees of the Everett Public Schools are expected to take the following actions to prevent bullying and to create a climate that is safe and conducive to teaching and learning:

- Review the Policy on Bullying with all children in a language that they understand at the beginning of the school year;
- Instruct students regarding bullying and retaliation, using the curriculum in accordance with implementation guidelines and recommendations;
- Supervise students throughout the school day according to building expectations;
- Assign consequences for bullying or retaliation in accordance with this Action Plan; and
- Identify students at risk for bullying to Guidance Counselors for monitoring.

Trained teacher facilitators, located in all buildings, will meet with groups of students to plan activities that will positively impact school climate (e.g., public service announcements, poster contests, bully-free zones, etc).

The school district will administer surveys periodically to students to identify gateway behaviors and locations in each school that need more close monitoring.

Expectations for Parents/Guardians

Parents/guardians are valued partners in assisting the school district in preventing and responding to bullying and retaliation. Parents/guardians can help by:

- Attending school-sponsored and district-sponsored parent events on matters of bullying;
- Encouraging their child not to engage in harmful teasing;
- Listening to their child if he/she reports being bullied;
- Encouraging their child not to exclude others or to spread rumors and gossip;
- Helping their child understand how hurtful it feels to be excluded, bullied or harassed;
- Reporting signs of bullying to a teacher, Guidance Counselor or Principal;
- Supporting the school if their child is identified as having engaged in bullying behavior;
- Ensuring that their child is not left unsupervised at the computer for any great length of time; and
- Monitoring their child's use of technology, including but not limited to instant messaging, text messaging and social networking sites.

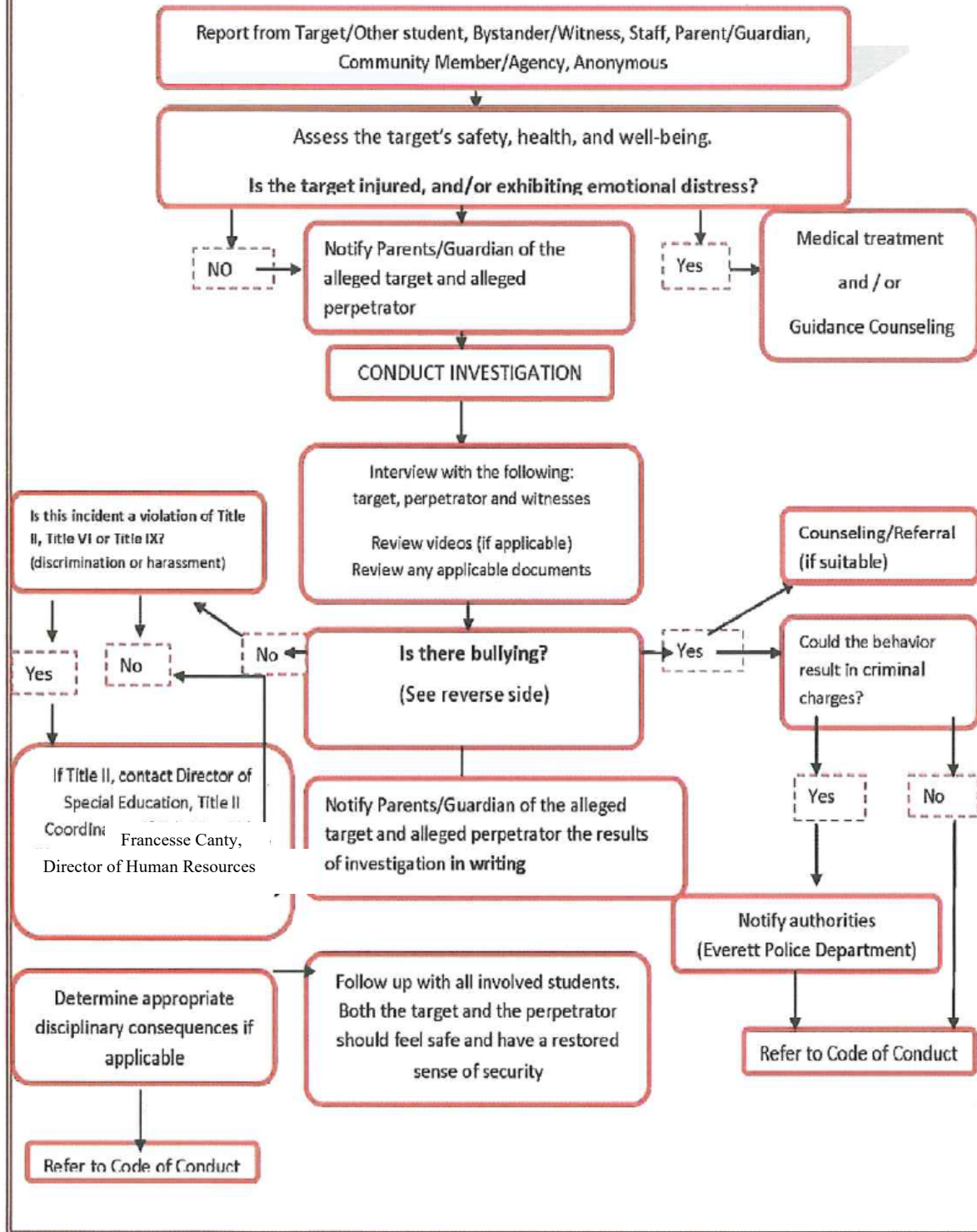
The school district will provide parents/guardians with notice annually of the Policy on Bullying and relevant portions of this Action Plan. The school district also will offer education programs for parents/guardians which shall focus on the bullying prevention curriculum, how parents/guardians can reinforce the curriculum at home and support the school district or school plan; the dynamics of bullying; and online safety and cyber-bullying.

The parent/guardian of a student who is alleged to have engaged in bullying or retaliation will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed.

The parent/guardian of a student who is disciplined for bullying or retaliation must attend a meeting with the Principal or his/her designee at the time that the student is to be re-admitted to the regular school program.

Everett Public Schools Bullying Incident Reporting Process

Any parties involved in this process must document in writing all interactions, meetings, conversations, and electronic communications once the process has begun.



Bullying means the repeated use of verbal, written or electronic expression, physical gestures, or any combination that is directed at a student and that has the effect of (1) causing physical or emotional harm to the target or damage to the target's personal property; (2) placing the target in reasonable fear of such harm; (3) creating a hostile environment in school for the target; (4) infringing on the target's rights in school; or (5) materially and substantially disrupting the educational process or orderly operations of school.

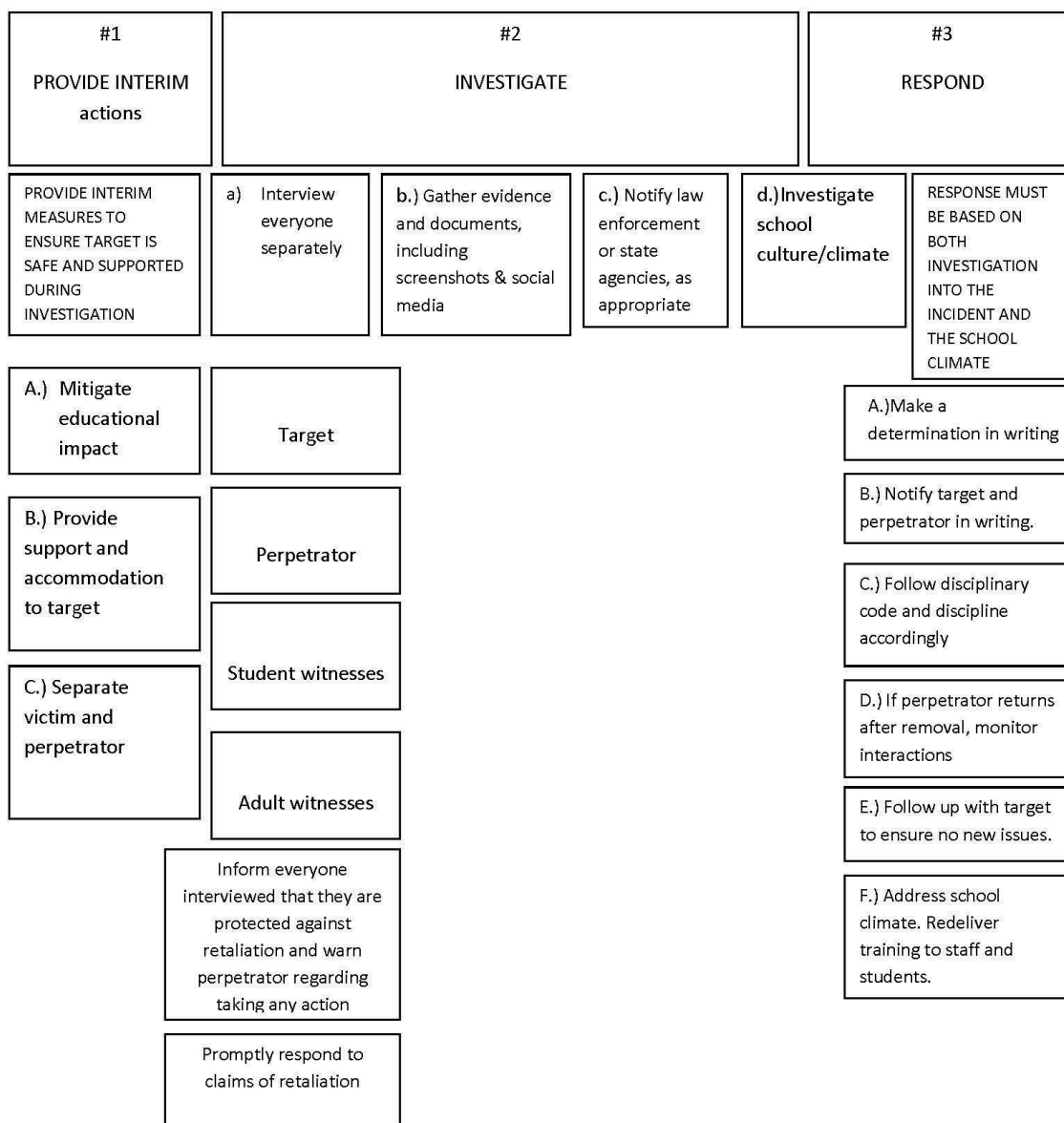
Harassment and Discrimination

Many forms of harassment and discrimination have been recognized as violations of the civil rights law (including Section 504 of the Rehabilitation Act of 1973 (IDEA, 2004), Title II, Title VI and Title IX by federal court, state court, the US Equal Employment Opportunity Commission, The US Department of Education, Office for Civil Rights and the Massachusetts Commission Against Discrimination.

Discrimination and harassment is defined as unwelcome conduct, whether verbal or physical, that is based on race, national origin, sex, gender, gender identity, sexual orientation, religious beliefs, disability or age. Discrimination and/or harassment include(s), but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above
- Any action or speech that contributes, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is significantly severe, pervasive or persistent that either:
 - Interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from employment or a program or activity of the Everett Public Schools
 - Creates an intimidating, threatening or abusive educational or working environment

A COMPLAINT IS MADE: CIVIL RIGHTS BASED HARASSMENT



**EVERETT PUBLIC SCHOOLS
BULLYING INCIDENT REPORTING FORM**

1. **Name of Reporter/Person Filing the Report:** This line may be left blank if an anonymous report is being made
(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 (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____
 ☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

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 (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.

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:** _____

APPENDIX F

EVERETT PUBLIC SCHOOLS' POLICY ON TEEN DATING VIOLENCE

The Everett Public Schools defines Domestic and Dating Violence in accordance with the Abuse Prevention Act, Massachusetts General Law 209A:

Abuse is defined as 1) causing or attempting to cause physical harm; 2) placing another in fear of imminent serious harm; 3) causing another to engage involuntarily in sexual relations by force, threat or duress. Massachusetts General Laws Chapter 209A

Goal

The Everett Public Schools is committed to providing equal educational opportunities for all students. All schools are expected to promote an atmosphere of safety, respect and caring for all students, school officials, employees, consultants, contractors and visitors, and to provide an atmosphere that is conducive to teaching and learning.

The Everett Public Schools refuses to tolerate and prohibits teen dating violence under any circumstances. Retaliation against any person who reports teen dating violence, provides information during an investigation into allegations of teen dating violence, witnesses instances of teen dating violence or has reliable information about a teen dating violence incident also is strictly prohibited. A student who knowingly makes a false accusation of teen dating violence or retaliation shall be subject to disciplinary action.

General Statement of Policy

This policy is designed to prevent and stop negative behavior patterns of teen dating violence. The *Everett Public Schools Policy on Teen Dating Violence* proposes an integrated approach which incorporates preventive education, behavior management, disciplinary action, and restorative justice. The balanced approach addresses the needs of the victim, the perpetrator and community through processes that preserve the safety and dignity of all.

Application

The Teen Dating Policy shall apply to all students in the Everett Public Schools.

Teen dating violence is prohibited on school grounds, property adjacent to school grounds, at a school-sponsored activity, function or program whether on or off school grounds, on a school bus, or through the use of technology or an electronic device owned, leased or used by a school district or school. Teen dating violence is prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by a school district or school. If the violence creates a hostile environment at school for the victim, infringes on rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of the school, disciplinary action may be taken.

Factors which affect whether a dating relationship is substantive depend upon the length of the relationship, the frequency of interaction, and the length of time since the end of the relationship, if applicable. Abusive teen dating relationships generally exhibit a pattern. The United States Department of Justice defines teen dating violence as “the perpetration or threat of an act of

violence by at least one member of an unmarried couple to the other member within the context of dating or courtship.” Young women, including lesbians often hide dating violence because they are inexperienced in dating, do not want to tell parents, have romantic views of love, and are pressured by peers to have relationships. The female often thinks that the boyfriend’s jealousy, possessiveness, and abuse are romantic. The male in the relationship feels he has the right to control and possess the female partner. At that time, an adolescent may think that possessive jealousy and controlling behavior is loving devotion. Some common clues that a teenager is in an abusive relationship are physical signs of injury, truancy, falling grades, use of drugs and alcohol, and changes in mood.

Typically, the teen victim is isolated from his/her peers because of the controlling behavior of his/her partner. Because of the violence, a teen may have difficulty acquiring new and mature relationships with peers of both sexes. The teen will often have difficulty gaining emotional and social independence because of the violence. The ongoing violence may even deter the ability of the teen to develop personal values and beliefs.

Behaviors Not Allowed

Verbal/Non-verbal/Written Behaviors

1. Use of put-downs, insults, name-calling, swearing, or offensive language.
2. Screaming or yelling at one another
3. Making threats, being intimidating, or getting friends to threaten and/or scare someone
4. Use of the internet for the above mentioned behaviors

Consequences: verbal warning, possible suspension, parent notified, possible counseling referral

Physical Behaviors

1. Hitting, punching, pinching, pushing, grabbing, shoving, slapping, kicking, choking, pulling hair, biting, throwing things, arm twisting, etc
2. Intimidating, blocking exits, punching walls, knocking things around
3. Damaging or destroying another’s property
4. Restraining, pinning someone to the wall, blocking their movements

Consequences: as conduct rules apply, administrators informed, parental contact, police contact, if necessary, possible schedule changes, possible diversion program and/or counseling referral

Sexual Behaviors

1. Name calling such as bitch, slut, fag, etc
2. Cat calls or other offensive noises or whistling
3. Spreading sexual gossip
4. Comments about a person’s body or unwanted verbal or written comments
5. Staring or leering with sexual overtones or sexual gestures

Consequences: as conduct rules apply, parental contact, counseling referral

Other Behaviors

1. Use of weapons
2. Stalking
3. Forcing obscene materials on others
4. Pulling off or lifting clothes to expose private parts
5. Rape or attempted rape

6. Inappropriate photographs/sexting

Consequences: as conduct rules apply, parental contact, police contact, counseling referral

Teenage Dating Violence Policy
Everett Public Schools Incident Reporting Form

Name: _____ Date: _____
School: _____ Homeroom: _____

Check your personal status:

_____ *Victim* *Alleged Perpetrator* *Anonymous witness*
Name of Alleged Perpetrator _____
Name of Victim _____
Name of Witness(s) _____

My side of incident: What happened, when, where and how?

How did you feel after the incident? Physically and/or emotionally?

How do you think this matter can be remedied?

Signature of Victim: _____

Signature of Alleged Perpetrator: _____

Signature of Witness: _____

Reporting Staff: _____

Signature:

Course of action: _____

Parents contacted: _____ *Date:* _____

Police contacted: _____ *Date:* _____

Signature: _____

APPENDIX G
EVERETT PUBLIC SCHOOLS
TITLE IX SEXUAL HARASSMENT
PROCEDURE AND GRIEVANCE PROCESS

Everett Public Schools is committed to maintaining a safe and healthy educational and work environment for our students and employees. EPS wants to ensure that no student or staff is excluded from participation in, or denied benefits of, or subject to discrimination in any EPS **programs or activities** on the basis of sex, including sexual orientation or gender identity. Sexual harassment, including sexual violence, is a form of sex discrimination in that it denies an individual equal access to EPS's programs or activities.

Everett Public Schools is committed to taking all appropriate steps to eliminate prohibited conduct, prevent its recurrence and address its effects. Individuals found responsible under this policy may face disciplinary sanctions up to and including dismissal from EPS. EPS will not tolerate retaliation against an individual who makes a report or participates in any proceedings under this policy. EPS policy prohibits any form of retaliation and EPS students or employees engaging in retaliation will be subject to disciplinary action, whether such acts are implicit or explicit, or committed directly or indirectly.

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

A live hearing process is not required for the grievance process for formal complaints in the K-12 setting.

Definitions

Complainant

An individual (student or employee) who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent

An individual (student or employee) who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Actual Knowledge

Notice of sexual harassment or allegations of sexual harassment to the district's Title IX Coordinator or any district official who has the authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school, other than the respondent.

Formal Complaint

A document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation.

Retaliation

Actions including, but not limited to, intimidation, threats, coercion, or discrimination against a victim or other person because they report conduct that may constitute discrimination or harassment, including Title IX sexual harassment, in accordance with Board policy and procedures, participate in an investigation or other process addressing discrimination or Title IX sexual harassment, or act in opposition to discriminatory practices. The following actions shall not constitute retaliation:

1. An individual exercising free speech under the rights protected by the First Amendment.
2. The assignment of consequences consistent when an individual knowingly makes a materially false statement in bad faith in an investigation. The fact that the charges of discrimination were unfounded or unsubstantiated shall not be the sole reason to conclude that any party made a materially false statement in bad faith.

Supportive Measures

Nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures shall be designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment.

Supportive measures may include, but are not limited to:

1. Counseling or Employee Assistance Program
2. Extensions of deadlines or other course-related adjustments
3. Modifications of work or class schedules
4. Campus escort services
5. Mutual restrictions on contact between the parties
6. Changes in work locations
7. Leaves of absence
8. Increased security
9. Monitoring of certain areas of the campus
10. Assistance from domestic violence or rape crisis programs
11. Assistance from community health resources including counseling resources

All supportive measures provided by the district shall remain confidential, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The district will treat complainants and respondents equitably by offering complainant and respondent supportive measures.

Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

1. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity;
2. A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.

3. Sexual assault, dating violence, domestic violence and/or stalking by a Committee member, District employee, volunteer or student.

Title IX Coordinator

The Title IX Coordinator is responsible for coordinating the Districts response to complaints of sex-based discrimination. All questions regarding Title IX or this policy may be referred to the Title IX Coordinator.

Francesse J. Canty, Esq.
Director of Human Resources
Everett Public Schools
121 Vine Street
Everett, MA 02138
Tel. (617) 394-2400 ext. 6175
fcanty@everett.k12.ma.us.

Complaint Procedure

General Complaint

Any person (student or employee), whether the alleged victim or not, may report Title IX sexual harassment by making a general report verbally or in writing to the building principal or building administrator, or by using the contact information listed for the Title IX Coordinator, or **by any other means that results in the Title IX Coordinator receiving the person's verbal or written report**. Upon receipt of a report, school staff shall immediately notify the building principal or building administrator.

If a student is identified as a party in the report, parents/guardians have the right to act on behalf of the student at any time.

Upon having actual knowledge of sexual harassment, the Title IX Coordinator must immediately and promptly contact the complainant and gather additional information. The Title IX Coordinator must discuss and offer supportive measures. The Title IX coordinator will consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall make an initial assessment of the following:

1. Is the definition of Title IX sexual harassment met?
2. Did the actions occur in a district program or activity under the control of the district and against a person in the United States?
3. An individualized safety and risk analysis--Is there an immediate threat to the physical health or safety of an individual?

If the result of this initial assessment determines that none of the allegations fall within the scope of Title IX sexual harassment, but the matter merits review and possible action under other EPS policies, then the Title IX Coordinator shall address the complaint.

If the result of the initial assessment determines that the allegation **does** constitute Title IX sexual harassment, the Title IX Coordinator shall promptly explain to the complainant the process for filing a formal complaint.

Administrative Leave

When an employee, based on an individualized safety and risk analysis, poses an immediate threat to the health or safety of any student or other individual, the employee may be removed on an emergency basis. An accused, district employee may be placed on administrative leave during the pendency of the grievance process for formal complaints.

Receipt of Formal Complaint

Upon receiving a formal complaint, the District **must** initiate an investigation into the allegation of sexual harassment.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign the formal complaint and start an investigation despite the complainant's preference.

1. When actions limited to supportive measures are not a sufficient response to the behavior; and
2. When safety or similar concerns lead the District to conclude it must investigate and potentially sanction a respondent (i.e. if respondent is a supervisor);
3. And where state law requires action.

Only the Title IX Coordinator is authorized to initiate the formal complaint process despite a complainant's wishes.

Dismissal of Formal Complaint

The complaint may be dismissed if:

1. A complainant provides written notification of withdrawal of any allegations or of the formal complaint.
2. The respondent is no longer enrolled or employed by the district in a district program or activity.
3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.
4. If it is determined during the investigation or written determination that none of the allegations, if true, would meet the definition and parameters of Title IX sexual harassment within the district's jurisdiction, the Title IX Coordinator shall dismiss the formal complaint under Title IX.
5. If the matter merits review and possible action under other EPS Policies.

Written notification shall be promptly issued to the parties simultaneously of any allegations found not to qualify or that are dismissed in compliance with Title IX.

Timeframes

Reasonably prompt shall be the time frame that the District will follow, but it can be extended for good cause.

Good cause may include, but is not limited to:

1. The absence of a party, a party's advisor or a witness.
2. Concurrent law enforcement activity.
3. Need for language assistance or accommodation of disabilities.

Written notice of the delay or extension and the reason for such action shall be provided to the complainant and the respondent, and documented with the records of the complaint.

Consolidation of Title IX Formal Complaints

The district may consolidate formal complaints against more than one (1) respondent, or by more than one (1) complainant against one or more respondents, or by one (1) individual against another individual, where the allegations of sexual harassment arise out of the same facts or circumstances.

Complaint Investigation

The Title IX Coordinator, investigator, decision-maker, or any individual designated to facilitate the informal resolution process, each must complete the required training for such roles. The named individuals shall not have a conflict of interest or bias for or against an individual complainant or respondent, or for or against complainants or respondents in general.

Notice Requirements

Before any investigation can begin, the District must send written notice to both parties and the parents/guardians if applicable:

1. Notice of the district's grievance process for formal complaints and any informal resolution process that may be available.
2. Notice of the allegations potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
3. Sufficient details include:
 - a. The identity of the parties involved, if known.
 - b. The conduct allegedly constituting sexual harassment.
 - c. The date and location of the alleged incident(s), if known.
4. A statement that a written determination regarding responsibility shall be made at the conclusion of the grievance process for formal complaints and, until that time, the respondent is presumed not responsible for the alleged conduct.
5. Notice that parties may have an advisor of their choice, who may be, but is not required to be, an attorney. The advisor may inspect and review evidence.
6. Notice to all known parties of any additional allegations that the district decides to investigate during the course of the investigation.

Informal Resolution Process

Where appropriate in light of the nature of the allegations and facts involved, the District may offer the parties the option to pursue an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. All parties must voluntarily agree to the informal resolution after receiving a full written disclosure of the allegations and their options for formal resolution.

The Investigation

The Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator shall work with investigators to assess the scope of the investigation, who needs to be interviewed and what records or evidence may be relevant to the investigation.

When investigating a formal complaint, the investigator shall:

1. Gather evidence and conduct interviews sufficient to reach a written determination.
2. Objectively evaluate all available evidence, including inculpatory and exculpatory evidence.

3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

However the district may request a nondisclosure agreement be signed by the parties and their advisor(s), if any, stating that they will not disseminate or disclose evidence and documents exchanged in the investigation.

5. Provide the parties with the same opportunities to have others present during any interview or other meeting, including an advisor of the party's choice. The district may establish restrictions, applicable to both parties, regarding the extent to which the advisor may participate.
6. Provide written notice to any party whose participation is invited or expected during the investigation process with the following information, in sufficient time for the party to prepare to participate:
 - a. Date.
 - b. Time.
 - c. Location.
 - d. Participants.
 - e. Purpose of all investigative interviews or other meetings.

Before completing an investigative report, the investigator will offer both parties the opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. Both parties will have ten (10) school days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Title IX Coordinator, who shall promptly inform law enforcement authorities about the allegations and make any additional required reports, in accordance with the law.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded.

Written Findings (Decision Maker)

A written determination of responsibility (written determination) must not be finalized less than ten (10) days after the investigator completes the investigative report and provides it to all parties.

Before the decision-maker reaches a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that a party wants to be asked of any party or witness, shall provide each party with the answers, and shall allow for additional, limited follow-up questions from each party.

Relevant questions for a party or witness must be submitted by each party within three (3) school days following receipt of the investigative report. Follow-up questions must be submitted by each party within three (3) school days of being provided the answers to the initial questions.

The decision-maker shall explain to the party proposing the questions about any decision to exclude a question as not relevant.

Written Determination

After the written question phase, the decision-maker will apply a preponderance of the evidence standard to determine whether the alleged misconduct has occurred. The decision-maker will issue a written decision to both parties at the same time.

If the decision-maker(s) finds that the alleged misconduct occurred, the decision-maker(s) will also determine the appropriate disciplinary consequence for the respondent. The Title IX Coordinator will be responsible for implementing the disciplinary consequence.

Appeal Process

Both parties have the right to appeal a determination of responsibility and the right to appeal the district's dismissal of a Title IX formal complaint or any allegation in the Title IX formal complaint.

The scope of appeals related to Title IX sexual harassment are limited to the following reasons for appeal as stated in the Title IX regulations:

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that that could affect the outcome was not reasonably available at the time the decision to dismiss or determination of responsibility was made.
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the individual complainant or respondent or for or against complainants or respondents generally that affected the outcome of the matter.

Written notice of a party's appeal shall be submitted to the Title IX Coordinator within five (5) school days after the date of the written determination. Notice of appeal shall include a brief statement describing the basis for the appeal.

The designated appeal authority shall be the Superintendent or her designee. The appeal authority shall:

1. Determine whether the appeal meets the grounds for permitted reasons for appeal and justifies modifying the written determination.
2. Issue a written decision setting forth the respects, if any, in which the written determination is modified and the rationale for the result within five (5) school days.
3. Provide the written decision simultaneously to both parties. A copy of the written decision shall also be provided to the Title IX Coordinator.

The appeal decision shall be final.

Recordkeeping

The EPS shall maintain the following records for a period of a minimum of seven (7) years after conclusion of procedures and implementation of disciplinary sanctions and/or remedies.

Complaints to External Agencies

Nothing in this policy is intended to discourage a complainant from reporting acts of unlawful sexual harassment or sexual violence to local law enforcement. In the event a complainant chooses to file a report with local law enforcement in addition to filing a complaint with the Department under this policy, the Department will conduct its own investigation, independent of any law enforcement investigation.

Students and Employees may contact:

The United States Department of Education
Office for Civil Rights ("OCR")
5 Post Office Square
Boston, MA 02109
(617) 289-0111

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000

APPENDIX H

EVERETT PUBLIC SCHOOLS' PREGNANCY POLICY

Because completing school is essential to future success, the Everett Public Schools ensures that pregnant students have access to the full range of educational opportunities available to all other students. Discrimination or harassment by fellow students, teachers, school administrators, and counselors is prohibited.

The Everett Public Schools does not discriminate against any student or exclude any student from any educational program or activity on the basis of a student's pregnancy, childbirth, termination of pregnancy, or recovery from these conditions.

Pregnant students have the right to remain in their regular or current school program, including in-district and out-of-district special education placements special education placements funded by the Everett Public Schools. Pregnant students may also participate in any and all extracurricular, intramural, and interscholastic activities (although the same documentation required for participation and eligibility for all students must be provided), and graduation programs or activities.

Everett Public School students cannot be expelled, suspended, or otherwise excluded from any academic or extracurricular program, or be required to participate in school programs, solely on the basis of the students'

pregnancy, childbirth, pregnancy recovery or termination, conditions related to pregnancy, or marital or parental status.

Participation in special academic or extracurricular programs for pregnant students is completely voluntary on the part of the student and said programs are offered to non-pregnant students on a completely voluntary basis as well.

The Everett Public Schools allows pregnant students to take part in physical education classes, although the same documentation required for participation for all students must be provided. If a pregnant student is not able to participate in the regular physical education program, the Everett Public Schools will develop an alternative curriculum that will cater to her condition and provide, upon satisfactory completion, her with physical education credit.

The Everett Public Schools treats pregnancy as it treats other medical conditions. Services are to be provided to pregnant students in the same manner as services are provided to students with other temporary disabilities.

If a pregnant or parenting student misses school due to pregnancy or related conditions (including childbirth, miscarriage, termination of pregnancy, and recovery), the absences shall be considered excused absences. A pregnant or parenting student must obtain certification from a physician for a medically related absence in the same manner that is required for all students, for absences due to medical conditions.

Upon returning from an excused absence, a pregnant student shall be reinstated in the Everett Public Schools with the same status as before the leave began, and will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion of such assignments, the student shall be given full credit.

Upon the recommendation of the student's physician, a pregnant student may be granted a leave of absence for as long as it is deemed medically necessary, during which time the student will be entitled to tutoring services comparable to tutoring services provided to students with other temporary disabilities.

APPENDIX I

EVERETT PUBLIC SCHOOLS' POLICY ON NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY

Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity

It is the policy of the Everett Public Schools to provide a safe, respectful and supportive learning environment in which all students can thrive and succeed in its schools. The Everett Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, homelessness, religion, national origin or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and course of study.

Purpose

The purpose of this policy is to: (1) to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, homelessness or gender expression, and (2) to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this

policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school and District staff, students, parents, and volunteers.

Bullying, Harassment, and Discrimination

Discrimination, bullying, and harassment on the basis of sex, sexual orientation, or gender identity or expression shall be prohibited within the Everett School District. The Everett Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including, but not limited to, gender identity or expression or sexual orientation or by association with a person who has or is perceived to have 1 or more of these characteristics. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Everett Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment. The Everett Public Schools has adopted a bullying policy and plan to support this goal.

Safe and Supportive School Environment

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff and students each play an important part in creating and sustaining that environment. The Everett Public Schools will establish guidelines to create a culture in which transgender and gender nonconforming students feel safe, supported and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c.76, §5 and the state regulations.

APPENDIX J

TITLE I/ELEMENTARY AND SECONDARY EDUCATION (ESEA) ACT HANDBOOK

The Law:

What is Title 1?

Title 1 is a federal education program provided for by the re-authorized Elementary and Secondary Education Act. The law allows a school district to utilize its funds for extra teachers, materials and equipment, and services for eligible children referred for services. In Everett, all students in the City are eligible for services. However funding does not permit us to include every school. Therefore, elementary schools are selected to receive services based upon their poverty percentage.

Funding:

Where does the money come from and how is it distributed?

Congress annually appropriates funds for Title 1. Once the amount available is voted upon, the U.S. Department of Education in Washington, D.C. calculates the percentage due each state. The Massachusetts Department of Elementary and Secondary Education then distributes a percentage to each local school district. These amounts are determined by the economic need of the area, namely, the number of children of low-income families living in each community.

State and Local Responsibilities:

What is the State's role in the Title 1 Program?

The Massachusetts Department of Elementary and Secondary Education must review and approve each local educational agency's (LEA) Title 1 program application. (The application may be part of a Consolidated Application addressing other parts of the No Child Left Behind Act.) The state supervises Title 1 Projects throughout the Commonwealth.

What is the local education agency's (LEA) role? (The LEA is Everett.)

The LEA must see that the local program is operating according to current Title 1 law, regulations and guidelines. Compliance with law, regulations and guidelines must be reflected in the Title 1 program application filed by the LEA. The LEA is also responsible for helping students reach "proficiency" on the state's high content standards, as reflected on state mandated assessment testing. Funds are to be used to enable schools to provide opportunities for children to acquire the basic and advanced skills in state content standards; particularly in language arts/reading and mathematics.

Comparability and Supplement/Supplant:

What are the major restrictions on use of funds?

All Title 1 schools must achieve comparability; a fiscal test involving the use of local and state funds to ensure that services in Title 1 schools are at least comparable to services in non-Title 1 schools. Once this is assured, Title 1 funds can be used to provide additional services. The Title 1 program must supplement – be in addition to – the regular public school program. It cannot supplant – take the place of – programs that must, by law, be offered and paid for by local and state funds.

Allocation of Funds:***How are funds allocated to schools?***

All Title 1 schools receive funds in accordance with the Economically Disadvantaged rate, which is customarily determined by the proportion of children in each building receiving free and reduced lunches. All schools are then ranked according to poverty and funds are allocated by formula.

Target Schools:***How are the schools chosen?***

Target schools are determined each year by the percentage of low-income children residing in individual school districts. Each school receives an allocation established by formula, and must operate its program within the allocated budget. Schools are rank ordered by individual poverty percentage and selected from highest poverty to lowest poverty by percentage and includes as many schools as the funding allows.

Program Services:***How do you determine what students are eligible?***

Any student who attends a target school may receive services. All Everett Public elementary schools have a school-wide program. The Everett parochial school has a Target Assisted Program.

How are the students chosen?

All students in school-wide programs are, by definition, in the Title 1 program. Students in Private/Parochial schools are selected by weighted multiple criteria on a referral form—students are placed on a rank-order list based on a point system. Students with the greatest number of points are considered first. (No student is taken without a referral form and entry on the rank-order list.)

How is the teaching staff chosen?

The Title 1 teaching staff in the public schools is employed by Everett Public Schools and work according to contract, but are paid by federal funds. Private/Parochial schools use Title 1 personnel employed by the Everett Public Schools.

Teacher/Para- Professional Qualifications:

Teachers hired to work in Title 1 must be “highly qualified” (i.e. Massachusetts certified) and Para-Professionals must now meet a more rigorous set of educational requirements also. Para Professionals must have completed two years of college or earned at minimum an associate’s degree, or must pass a state test prior to being employed.

How may a school use Title 1 funds?

In the Targeted Assistance Parochial Schools, Title 1 funds must be used to serve students identified as in greatest need based on the selection criteria.

In School-wide Programs, funds may be combined with other local, state and federal funds to serve the entire school population. Importantly, funds may only be used to supplement the total amount of funds that would, in the absence of Title 1 funds, be made available from non-Federal sources.

Planning, Design and Implementation:***How should planning, design, and implementation of Title 1 programs occur?***

Parents and teachers are consulted on the planning, design and implementation of the program for the following year. With the School Council, and in school-wide programs with the school support teams as well, Principals examine school profiles (including test results and other available data i.e. MCAS) and other available funds and allocate these for programs to prepare students to meet the challenging state academic standards.

Upon the approval of the Superintendent of Schools, the project design for the school district is submitted to the Massachusetts Department of Elementary and Secondary Education for approval. The Massachusetts Department of Elementary and Secondary Education has the authority to recommend changes in the project proposal pertaining to the application of federal regulations.

Coordination with Special Education and ELL:

What about the relationship between Title 1, Special Education and ELL? Can a student receive Title 1 services as well as these other services?

Yes. Special Education Laws require a school to provide services according to a student's individualized education plan (IEP). Title 1 may provide services not covered by the IEP. Similarly, the school department is responsible for providing services to ELL (English Language Learner) students. Title 1 must provide additional services to ELL students in need of further assistance.

School-wide programs (SWP)

What are some of the principle elements of a school-wide program?

School-wide programs have greater latitude in expending Title 1 funds and have fewer operational requirements (e.g., maintenance of a rank-order list) than targeted assistance schools (TAS). To qualify as a school-wide program, a school must have at least 40% of the students who are Economically Disadvantaged in the current school year of application, and then must spend a year in planning.

The planning includes the establishment of a School Support Team with members from within the school and outside the school (e.g., Principals, assistant Principals, teachers, librarians, parents, special needs personnel, and bilingual personnel). The school plan must meet ten criteria, including completion of a comprehensive needs assessment. Each year, the School Support Team documents progress toward implementation of the plan, and updates the needs assessment to insure that the next year's plan serves changing needs. The School Support Team should work closely with the School Council and may have overlapping memberships. (The school plan and Title 1 budget must reflect identified needs. Although allocations will change, planning should be based on the previous year's allocation.) The Title 1 school-wide plan may, with some additions, also serve as the school improvement plan required by the Massachusetts Education Reform legislation. The school-wide plan should serve as the guide for annual activity at the school. Once developed, updating the plan should be a relatively simple task.

(Note: In school-wide programs, the designation of Title 1 teachers is intended to vanish. In this document, however, personnel paid through Title 1 continues to be referred to as Title 1 teachers to simplify communication.)

The Parent Component

What is its purpose and function?

Title 1 parents can participate in workshops, informational meetings, classroom visits, parent/teacher conferences, and statewide seminars. The Title 1 Parent Component is comprised of parents whose children attend public and nonpublic schools and are receiving Title 1 services. It is not an exclusive organization, however. Any administrator, teacher or parent interested in the functions of the program is welcome to attend parent meetings. We also have a City Wide Parent Council that meets approximately 3 times per year. Parents

from all school councils are eligible to sit on this Council. The Title 1 Director conducts these meetings to keep the parents in every school informed on such things as the District AYP, programs such as Literacy and Math.

What are some of the chief requirements of the Title 1 law regarding parent involvement?

Programs, activities, and procedures for the involvement of parents must be planned and implemented with meaningful consultation with parents of participating children. Principals are requested to place this on their agenda for their School Plans. An annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools must be conducted, with the involvement of parents. This is completed during the year with televised meetings with the School Committee. Upon completion, Principals present key information to the parents regarding their child's academic performance which includes state mandated assessment testing results. One Percent (1%) of the funds must be spent on parent involvement in communities with grants above \$500,000. Funds are to be used to build parent capacity in improving student achievement.

- Each school must hold an Annual Meeting for parents presenting information on Title 1 along with a School Profile.
- Each school must develop a Parent Compact for distribution and signature. At least one parent/teacher conference on each child must be conducted during the year, including an assessment of the child's progress.
- All significant documents must be translated into other major languages, and translators must be available for parent meetings/conference if needed.
- The school district must have a written parent involvement policy available in each school.
- Parents must be involved in program planning, and program implementation. This occurs during the District Parent Council Meetings.
- Parents must have an opportunity for training in areas such as literacy, mathematics, parenting, helping children in school, and in how to become involved with schools.
- Parents must be notified if their school has been identified as in need of improvement, including notification regarding School Choice, and supplementary services.
- Parents may request information regarding the qualifications of teachers and paraprofessionals.

Title 1 in Non-Public Schools

What is the non-public school program?

Title 1 law requires that the local education agency consult with nonpublic school personnel to fund services for educationally disadvantaged children in non-public schools who live within a Title 1 eligible school attendance area. Only students residing in Title 1 target areas and grade levels served by Title 1 in public schools are eligible.

APPENDIX K

LETTER OF CURRICULUM HEALTH AWARENESS

**EVERETT PUBLIC SCHOOLS
121 VINE STREET**

EVERETT, MA 02149

Dear Parent/Guardian:

Teaching young people how to stay healthy is a critical educational goal. To that end, the Everett Public Schools is building comprehensive health programming for school children to enhance their capacity to function in school and to live healthy and productive lives. This effort includes providing health education from Kindergarten through grade 12 which teaches children about their body systems and helps them to develop healthy attitudes and to build skills that enhance wellness and maintain good health.

The purpose of this letter is to inform you about the component which will teach children about healthy sexual growth and development, inform them about HIV and how it can be spread, and teach them refusal, assertiveness, and other communication skills which will help them to refuse to engage in risky behaviors. The lessons will include information about human sexuality. All students' questions will be answered factually and in an age-appropriate manner. Each child's privacy and personal values will be respected.

The goal of this program is to teach every student to develop sensible lifelong health habits and to take responsibility for his/her own health. It is important to teach this information early in a child's life because it lays the groundwork for the development of healthy life habits.

The following topics may be included in the lessons:

- Adolescent growth and development, including the changes of puberty
- How communicable diseases (including HIV/AIDS) are spread and how to prevent this
- Behaviors which pose risks to good health
- Responsible decision making
- Resisting negative peer pressure
- Refusal, assertiveness, and communication skills (ways to say "no" to risky behaviors)
- Respecting the right to privacy of self and others
- Setting limits on physical affection

The curriculum that will be used is the *Life Skills Training Curriculum*, healthteacher.com and educational programming from the Cambridge Health Alliance. We would like you to see the materials and the curricula. You may arrange to do this at your child's school. If you decide that you do not wish your child to participate in this education, please write the principal of your child's school to let them know of your decision. Students who are exempted will not be penalized academically. Your decision will be honored.

Sincerely,

Principal

APPENDIX L

EVERETT PUBLIC SCHOOLS' BODY MASS INDEX POLICY

I. Introduction

The goal of the Massachusetts Department of Public Health's (MDPH) Body Mass Index (BMI) Screening Guidelines for Schools is to provide school staff with the necessary information and tools to successfully collect

heights and weights, calculate BMI, effectively communicate results to parents and guardians in a sensitive and confidential manner, and provide the data to the Massachusetts Department of Public Health. Body Mass Index information will enable school health professionals to:

- Identify students who may be at nutritional risk.
- Identify students who are at risk for eating disorders.
- Identify students who are underweight, overweight or obese or at risk of becoming overweight or underweight.
- Encourage discussions between families and health care providers about their child's growth and development.
- Promote healthy eating and active living in the school community.
- Assist the MDPH in monitoring BMI trends among children and adolescents in communities across the state.

Overweight and underweight children are at risk for a variety of health problems, making early identification of weight status important. Eating disorders such as anorexia, bulimia and binge eating can result in both serious long-term health problems and poor school performance. Overweight and obesity in children and adolescents are risk factors for a variety of serious health conditions such as Type 2 Diabetes and cardiovascular disease.

II. Massachusetts General Laws and Regulations Pertaining to Growth Screening

Body Mass Index (BMI) and the corresponding percentile of each student in grades 1, 4, 7, and 10 (or, in the case of ungraded classrooms, by a student's 7th, 10th, 13th and 16th birthday) is calculated and reported directly and confidentially to a parent or legal guardian.

The measurement of weight and height shall be done by trained school personnel in accordance with guidelines of the MDPH. Prior notice of the screening and the benefits of the screening shall be provided to the parent or legal guardian. Every effort shall be made to protect the privacy of the student during the screening process and in the communication of information about the student's BMI to the parent or legal guardian.

A report of each student's BMI and percentile, along with easily understood informational and explanatory materials provided or approved by the MDPH on BMI, healthy eating and physical activity shall be directly communicated in writing to the parent or legal guardian of the student. The materials shall indicate that questions about healthy weight should be discussed with the student's primary care provider.

The MDPH shall be provided annually with student BMI data, by the school or school district. A copy of the student's BMI shall be maintained in the student's school health record. With the consent of the parent or legal guardian, a copy shall be provided to the student's primary care provider.

A parent(s) and legal guardian(s) may request, in writing, that their child not participate in the program.

Body Mass Index (BMI) Letter

(Date)

Dear Parent(s) or Guardian(s):

This letter is to let you know that as required by Massachusetts State Law the Body Mass Index (BMI) Screening Program will once again be happening this school year.

A Body Mass Index, or BMI, is a measure that is used to show a person's "weight for height for age". It is calculated using an individual's height and weight. Just like a blood pressure reading or an eye screening test, a BMI can be useful tool in identifying possible health risks.

The purpose of the BMI Screening Program is to give you information about your child's weight status and ideas for living a healthy life. In Everett, we address our children's health and wellness with a comprehensive approach that includes health screenings and provide before and after school programming to increase the amount of physical activity our students engage in.

Massachusetts schools have taken heights and weights of students each year since the 1950's. According to the state's new BMI screening regulations which passed in April 2009, schools must now collect the heights and weights of students in grades 1, 4, and 7. Each child's height and weight will then be used to calculate their BMI. The results will be sent home with your child.

The school nurse will supervise your child's screening and will make sure your child's privacy is respected at all times. The results of your child's height, weight, and BMI measurements are strictly confidential – the results will be kept in your child's school health record.

A BMI does not tell the whole story about your child's health status. BMI does not distinguish between fat and muscle. For example, if a child is very athletic and has a lot of muscle, his or her BMI may be high even though he or she is not overweight. That is why we encourage you to share the results with your child's health care provider. Your child's doctor or nurse is in the best position to evaluate his or her overall health and can explain the results of his or her BMI screening. They can also talk with you about whether there are steps you can take to encourage healthy eating and physical activity.

We are very interested in making sure that all our students are healthy. This year, the BMI screening will take place in the fall. All children in grades 1, 4 and 7 will have their height and weight measured and will have their Body Mass Index (BMI) calculated. If you do not want your child to participate in the BMI screening please contact the nurse at your child's school.

Please feel free to call your school nurse with any questions you may have about the BMI screening. Additional information about children's wellness and fitness is available upon request or you may access the state's resources at www.mass.gov/massinmotion/.

Sincerely,

School Nurse *and/or Building Principal*

APPENDIX M

EVERETT PUBLIC SCHOOLS' PREK-8 DISMISSAL POLICY

Any student in Grades PreK-8 being dismissed from school should follow this procedure:

- Produce a note from a parent or guardian
- Be picked up by said parent/guardian designee.

Conditions of Dismissal:

- In the event that an individual other than a parent or guardian is dismissing a student he or she must show proper identification.
- Any time a student is getting dismissed, a parent or guardian must report to the office to sign the student out of school.

Responsibilities of Dismissing a Student:

If a student is getting dismissed from the nurse, it is the responsibility of the nursing staff to call the classroom teacher and inform the teacher to release the student to the nurse's office for dismissal.

If a student is getting dismissed from the office, it is the responsibility of the office staff to call the classroom teacher and inform the teacher to release the student to the office for dismissal.

Under no circumstances should a teacher release a student for dismissal unless the teacher has spoken to the office or nursing staff in order to ensure the staff is aware of all students locations at all times.

APPENDIX N

EVERETT PUBLIC SCHOOLS' ENROLLING AND EDUCATING CHILDREN OF MILITARY FAMILIES POLICY

Children from military families face significant challenges when a parent is transferred between posts or is deployed. The Department of Defense, Council of State Government and organizations concerned with the education of military children created the *Interstate Compact on Educational Opportunity for Military Children* to support and ensure that military children have the educational opportunities they deserve, even when they move to another state.

Specific issues that are addressed are:

- ☐ Timely transfer of records.
- ☐ Kindergarten and first grade age variances.
- ☐ Adequate time to complete immunization requirements.
- ☐ Exclusion from extracurricular activities.
- ☐ Placement in appropriate courses.
- ☐ Missed or redundant entrance and exit testing.
- ☐ Graduation requirements.

ELIGIBLE STUDENTS

- **A student qualifies under the Act, if the child is school aged and his or her parent(s) is:**
 - 1. An active duty* member of the uniformed services****
 - 2. Member or veteran of the uniformed services who are severely injured and medically discharged or retired for a period of a (one) year after medical discharge or retirement; and**
 - 3. Member of the uniformed services who died on active duty or as a result of injuries sustained on active duty for a period of 1 (one) year after death (added)**

The Everett Public Schools supports the children of military families by adhering to the following:

A person who has been granted power of attorney or a person with guardianship may enroll a military child in the Everett Public Schools.

When the custodial parent has moved to another military assignment out of the local area, a military child may continue to attend the Everett Public School that they have been enrolled in, as long as the child continues to reside in Everett.

The Everett Public Schools will accept hand carried educational records of military children to ensure the immediate, proper placement of students, particularly special education students whose education is guided by an Individual Education Plan, students who are serviced by a 504 Plan, students who receive services because they are English Language Learners or students who are enrolled in Advanced Placement Courses. Enrollment is allowed pending validation of official records.

The Everett Public Schools will ensure that prerequisite course requirements will not be a barrier to a student's academic achievement, by requiring students to repeat courses. The Everett Public Schools will not prevent students from enrolling in Honors or Advanced Placement Courses due to the lack of prerequisite coursework in a previous district. The Everett Public Schools may perform subsequent testing to ensure proper placement.

Military Children shall have the opportunity to participate in extracurricular activities, if qualified, regardless of application deadlines.

A student is given thirty days (30 days), from the date of enrollment, to be immunized. For a series of immunizations, initial vaccinations must be obtained within 30 calendar days.

A student will be allowed to continue their enrollment at the same grade level in the Everett Public Schools, that the student was enrolled in at the time of transition from the previous district, regardless of the age requirement. To enroll a child in Kindergarten in Everett, who was born after August 31 in a calendar year, and had not yet reached his or her fifth birth-date, the child must have been enrolled in Kindergarten in the previous district. A student that has satisfactorily completed a grade level in the sending district shall be eligible for enrollment in the next higher grade level in the Everett Public Schools, regardless of age.

Specific courses that are required by Everett High School for graduation shall be waived if similar course work has been satisfactorily completed in the previous district. If a waiver of coursework is denied by the Everett Public Schools, then the Everett Public Schools will provide an alternative means of acquiring the necessary coursework so that they student will graduate on time.

Should a military student transfer to the Everett Public Schools during the senior year, they may not be eligible for a Massachusetts high school diploma due to state testing requirements (MCAS). If a military student is ineligible to graduate from the Everett Public Schools because of this requirement, the Everett Public Schools will work with the sending district to ensure receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district.

APPENDIX O

EVERETT PUBLIC SCHOOLS' HOMELESS POLICY AND PROCEDURES (change)

WHAT HOMELESS FAMILIES NEED TO KNOW

- Mr. Charles Obremski, Assistant Superintendent of Operations, is the Homeless Liaison for students and families in the Everett Public Schools.
- Children and youth experiencing homelessness have the right to attend school.
- A permanent address is not needed to enroll in school.
- Children in homeless situations have the right to stay in the school they attend before becoming homeless or where they last enrolled (school of origin) if the parent or guardian so chooses.
- Schools must provide a written explanation if a placement dispute occurs; parents/guardians may contact the District's Homeless Liaison.

- A homeless child cannot be denied school enrollment just because school records or other enrollment documentation are not immediately available and must be enrolled immediately.
- A homeless child has the right to participate in extracurricular activities and summer programs and all federal, state, or local programs for which he/she is eligible
- A homeless child is entitled to free breakfast and lunch, transportation assistance and to receive Title I services.
- Unaccompanied youth, homeless youth not living with parent(s) or guardian(s), have these same rights.

McKinney-Vento

McKinney-Vento Definition of Homeless

A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. It includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Migratory Children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965) as amended who qualify as homeless because they are living in circumstances described above.
- School of origin:
the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including preschool. When a child or youth completes the final grade level served by the school or origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

Unaccompanied Youth: a homeless child or youth not in the physical custody of a parent or guardian.

Homeless Policy for McKinney-Vento Homeless Education Assistant Act

PURPOSE

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Everett Public Schools (EPS) shall ensure that every effort is made to comply with this legislation.

DEFINITION

- EPS is in compliance with the Massachusetts Department of Elementary and Secondary Education (MADESE) which has adopted Section 725 (2) of Act regarding the definition of homeless children and youth:
- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), and institution providing temporary residence for individuals intended to be

institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

- Children and youth who are sharing the housing of other persons due to loss of housing economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Unaccompanied youth – a youth not in the physical custody of a parent or guardian.

LIAISONS

- The McKinney-Vento Act requires that every school district designate a staff person to serve as the Homeless Education Liaison whose role is to assist homeless students enrolling in school, remove all barriers to enrollment, ensure that homeless students receive the educational services for which they are eligible and have access to all school activities and events. This liaison may have other duties within the school district. The liaison for the Everett Public Schools is Charles
- Obremski, Assistant Superintendent of Operations. He may be reached by phone at 617-394-2400 ext. 6121 or by email cobremski@everett.k12.ma.us. The office is located at 121 Vine Street, Everett, MA 02149.

ENROLLMENT

- The Everett Public Schools will immediately enroll (students attend class) homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, proof of residency, discipline records, or birth certificate. Furthermore:
- Homeless students have a right to either remain in their school or origin or to attend school where they are temporarily residing.
- Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing; The Homeless Education Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

- The Everett Public Schools shall ensure that transportation is provided according to state guidelines, at the request of the parent, guardian or unaccompanied youth, to and from the school or origin;
- If the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation according to the established school committee policy;
- If the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.
- Homeless students have the right to transportation until the end of the school year in which they get permanent housing.

ACCESS TO COMPARABLE SERVICES

- Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs for student with disabilities; programs for students with limited English proficiency: vocational or technical programs; gifted and talented programs; tutoring; MCAS remediation; homework assistance; referral to counseling; medical services; school supplies; and school nutrition programs. Homeless students will be enrolled immediately in the free breakfast and lunch program.

ACCESS TO PRESCHOOL

- An important goal of McKinney-Vento is to offer homeless preschoolers the same opportunity to enroll and attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness.

STUDENT RECORD INFORMATION

Living arrangements are protected as student record information.

DISPUTE RESOLUTION

If a dispute arises over school selection (school of origin or school in which homeless child is residing) or enrollment, the Everett Public Schools will immediately enroll the homeless student pending resolution of the dispute and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The EPS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. Disputes which cannot be resolved within the district will be sent to the Massachusetts Department of Elementary and Secondary Education, and the final decision in such a situation resides with Massachusetts Commissioner of Education.

UNACCOMPANIED YOUTH & CHILDREN AND YOUTH IN STATE CARE OR CUSTODY

Unaccompanied youth are youth who are homeless not in the physical custody of a parent/guardian, and not in the custody of a state agency. This definition includes youth living on the street in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home and youth doubled up with friends or relatives. Unaccompanied youth are entitled to the same educational rights and services, including transportation, under McKinney-Vento as any homeless child or youth in the care of their parent(s)/guardian(s).

Everett Community Resources Families in Need

- **Massachusetts Department of Transitional Assistance** (food, job and cash assistance and emergency shelter) 617-629-1400
- **Shelter for Battered Women and Their children:** Emergency Line: 617-661-7203, General Information: 617-354-2676
- **CASPAR Emergency Service Center** (assistance for homeless men and women with addiction to drugs and/or alcohol) 617-661-0600

- **Just a Start Community Development Corporation** (transitional housing and tenant/landlord mediation) 617-494-0444
- **Massachusetts HEATLINE** (fuel assistance) 1-800-632-8175
- **Youth Harbors** 617-270-3934
- **City of Everett Human Services Department** 617-394-2260
- **Everett Boys and Girls Club** 857-363-2611

APPENDIX P

Foster Care (added) Policy for Foster Care Education Assistant Act

PURPOSE

The goal of the Foster Care Education Assistance Act is to ensure that each foster child or youth has equal access to the same free, appropriate public education, including a public preschool education, and extra-curricular activities, as provided to other children and youths. The Everett Public Schools (EPS) shall ensure that every effort is made to comply with this legislation.

LIAISONS

The Foster Care Assistance Act requires that every school district designate a staff person to serve as the Foster Care Liaison whose role is to assist homeless students enrolling in school, remove all barriers to enrollment, ensure that foster care students receive the educational services for which they are eligible and have access to all school activities and events. This liaison may have other duties within the school district. The liaison for the Everett Public Schools is Charles Obremski, Assistant Superintendent of Operations. He may be reached by

phone at 617-394-2400 ext. 6121 or by email cobremski@everett.k12.ma.us. The office is located at 121 Vine Street, Everett, MA 02149.

ENROLLMENT

The Everett Public Schools will immediately enroll (students attend class) foster care students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, proof of residency, discipline records, or birth certificate. Furthermore:

- ◆ Foster Care students have a right to either remain in their school of origin unless it is determined not to be in the student’s best interest. Everett Public Schools will **work with the Department of Children and Families** to make school placement determinations on the basis of the “best interest” of the foster child or youth based on student-centered factors. **However, the Department of Children and Families has the final say on placement.**
- ◆ Students who choose to remain in their school of origin have the right to remain there in that school either for the duration of the student’s time in foster care or until the student completes all the grades in that school. The Foster Care Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

TRANSPORTATION

The Everett Public Schools shall ensure that transportation is provided according to state guidelines, at the request of the DCF worker, guardian, etc. to and from the school or origin:

- ◆ Some students in foster care will need transportation to remain in their school of origin. The Everett Public Schools will collaborate with DCF to implement policies and procedures governing how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation established by school committee policy.

ACCESS TO COMPARABLE SERVICES

Foster Care students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs for student with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; tutoring; MCAS remediation; homework assistance; referral to counseling; medical services; school supplies; and school nutrition programs. Foster Care students will be enrolled immediately in the free breakfast and lunch program.

ACCESS TO PRESCHOOL

An important goal of Foster Care Policy is to offer Foster Care preschoolers the same opportunity to enroll, and attend and succeed in preschool as non-Foster Care preschoolers, thereby minimizing their educational disruption due to placement in Foster Care.

DISPUTE RESOLUTION

When DCF and the school district (s) cannot agree about whether it is in the student’s best interest to remain in the school of origin or to enroll and attend locally and DCF makes a decision that the district cannot accept, the party can seek review of DCF’s decision by utilizing a Foster Care School Selection Dispute Resolution Process established by ESE and DCF.

Everett Community Resources Families in Need

- ◆ **Massachusetts Department of Transitional Assistance** (food, job and cash assistance and emergency shelter) 617-629-1400
- ◆ **ABCD-Malden** (Homelessness, Food Stamps, Fuel Assistance, Immigration, Healthcare, Free Tax Help, etc.) 781-321-3431
- ◆ **Shelter for Battered Women and Their children:** Emergency Line: 617-661-7203, General Information: 617-354-2676
- ◆ **CASPAR Emergency Service Center** (assistance for homeless men and women with addiction to drugs and/or alcohol) 617-661-0600
- ◆ **Just a Start Community Development Corporation** (transitional housing and tenant/landlord mediation) 617-494-0444
- ◆ **Massachusetts HEATLINE** (fuel assistance) 1-800-632-8175
- ◆ **Youth Harbors** 617-270-3934
- ◆ **City of Everett Human Services Department** 617-394-2260
- ◆ **Everett Teen Center** 857-363-2611

APPENDIX Q

EVERETT PUBLIC SCHOOLS' ACCEPTABLE USE AND CARE POLICY FOR TABLETS (Chromebooks/iPads)

Introduction

Students in the Everett Public Schools may be issued a Tablet or iPad (Tablet) to use for schoolwork in class and/or at home. **Note:** *Not all tablets issued to students may be brought home.*

This Tablet Acceptable Use Policy (TAUP) provides information for students and parents and sets out student rights and responsibilities for the appropriate use of the Tablets or iPads. In addition, we have developed a Care and Use Guide that provides additional information.

Technology resources in the Everett Public Schools are provided only for the purpose of supporting the educational mission of the school: To provide all students with a quality education that supports success. The district's goal in providing a Tablet to students is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and anywhere any-time learning among students and staff.

Use of these technologies is a privilege that carries responsibility and expectations consistent with all school rules and policies including, but not limited to, those in the TAUP and the Tablet Care and Use Guide.

The Everett Public Schools retains sole right of possession of the Tablet, its related equipment, and its accessories. Everett Public School (EPS) administrative personnel retain the right to collect and/or to inspect the Tablet and to alter, add, or delete installed software or hardware at its discretion.

Students and parents are responsible to:

- Review the following:
 - Tablet Acceptable Use Policy (TAUP)
 - Tablet and User Guide
- Complete and return the signed TAUP
- Accept the Tablet Insurance Protection Plan
- Provide parental guidance and support to help their student understand the ethical and legal implications of cyber bullying and the value of practicing good digital citizenship within our global technological environment.

For additional information contact:

Everett Public Schools' Technology Department – 617-394-2490 extension: 6991

1.0 TABLET ACCEPTABLE USE

The use of the Everett Public Schools' technology resources is a privilege, not a right. The privilege of using the technology resources provided by the school district and/or the school is not transferable or extendible by students to people or groups outside the school and terminates when a student is no longer a full-time Everett Public School student.

This policy is provided to make all users aware of the responsibilities associated with appropriate, ethical, and lawful use of technology resources. If a person violates the Tablet Acceptable Use Policy (TAUP) or the guidelines specifically named or implied in this policy and the Tablet Care and Use Guide; privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action shall be applied.

Disciplinary action may include loss of technology access, suspension, expulsion, and payment of fees and/or fines as appropriate under the school district and/or school's code of conduct. When applicable, the school district reserves the right to contact and involve appropriate law enforcement agencies.

To recover withdrawn privileges, the student and the parent/guardian must meet with EPS administration to request restoration of privileges. Neither the EPS staff nor the EPS administration accepts any responsibility in making requests for restoration of student Tablet privileges.

Students must assume that none of the data or information on the Tablet is private or confidential. Any data or information is subject to review by technology staff and/or school administration.

2.0 TABLET DISTRIBUTION

Tablets will be distributed to students in the various programs. Before a student can be issued a Tablet, parents and students must sign and return the Tablet Acceptable Use Policy (TAUP) and Tablet Insurance Protection Plan acceptance forms.

2.1 Tablet return

Students who transfer, withdraw, are suspended or expelled from Everett Public Schools must surrender their Tablet upon termination of enrollment or the last day of attendance, whichever comes first.

2.2 Check-in fines

A student who fails to return the tablet upon termination of enrollment at Everett Public Schools may (change) be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the Tablet or, if applicable, any insurance deductible. In addition, the student is responsible for any damage(s) to the Tablet, consistent with the school's TAUP. The student will be charged a fee for intentional damage(s), not to exceed the replacement cost of the Tablet. Failure to return the Tablet will result in a theft report being filed with the local police department.

3.0 TABLET USE

Tablets are intended to be used at school each day and should be brought to class fully charged. Unless specifically instructed not to do so by their program teacher, students are responsible for bringing their Tablet to class everyday.

3.1 General precautions

Tablets are school property and all users will follow the TAUP and Tablet Care and Use Guide as well as the school district's Acceptable Use Technology Policy.

3.2 Tablet repair

Students are responsible to maintain their Tablets and keep them in good working order. Tablets that malfunction or are damaged must be reported to the staff immediately and a damage report must be filed. The school will be responsible for repairing Tablets that malfunction. Tablets that have been damaged from student misuse, neglect, or are accidentally damaged will be repaired with potential partial or full cost being borne by the student. Students will be responsible for the entire cost of repairs to Tablets that are damaged intentionally.

3.3 Tablets left at home or undergoing repair

Loaner Tablets may be issued to students when their assigned Tablets are left at home or have been sent for repair

3.4 Tablet and e-mail passwords

Tablets and Google accounts will be password protected. Each student will choose a unique password or the student may be assigned a password for the Tablet and Google access. All student passwords will be kept on record with the EPS technology department. Students are prohibited from sharing their unique passwords with anyone else except their parents and EPS administration.

3.5 Printing

Printing may or may not be available with the Tablet. Students will be given information and instructions on printing from the Tablet as it becomes appropriate.

3.6 Home Internet Access

Students are allowed to set up wireless networks on their Tablets to assist them with Tablet use while at home.

4.0 PROHIBITED STUDENT ACTIVITIES

Illegal installation or transmission of copyrighted materials and/or the use of chat rooms, sites selling term papers, book reports and other forms of plagiarized work are strictly prohibited. See Tablet Care and Use Guide for additional information.

5.0 TABLET SECURITY

5.1 Tracking

Tablets that are stolen must be reported immediately to the appropriate school staff and the appropriate claims filed with the local law enforcement agency or police department. A claim should be filed at the opening of the next business day.

EPS employs a security system to assist with keeping track of valuable electronic devices such as the Tablets issued to students and teachers. Tablet security will provide EPS with device location information to assist in theft recovery, and will provide EPS with usage analytics that provide up-to-date student and teacher activity tracking.

5.2 Damage

Students must notify a staff member in the event that their Tablet is lost or damaged. A damage report must be filed for these occurrences:

- Accidental damage, including drops/liquid spills, liquid submersion.
- Theft and/or vandalism (by someone other than a Everett Public School student).
- Fire, flood damage, natural disasters.
- Power surges due to lightning or natural disaster(s).

A damage report must be filed immediately and no later than two (2) school days after an incident. After the damage report is filed, the student may be issued another Tablet.

Students will be held responsible for ALL **intentional** damage to their Tablets including, but not limited to the following: broken screens, cracked keyboards, and damage to internal components. Should the repair cost exceed the cost of purchasing a new device, the student will pay the full replacement value. For lost items such as cables, students may be charged the actual replacement cost.

5.3 Personal home or homeowner insurance coverage

Students may not use a parent/guardian's personal insurance plan to protect the Tablet in cases of theft, loss, or accidental damage.

Tablet Acceptable Use Policy Acknowledgement

I have read, understand, and agree to abide by the policies and procedures detailed in the Everett Public School Tablet Acceptable Use Policy.

I hereby release Everett Public Schools, EPS, and all associated personnel from any and all claims and damages of any nature arising from my child's use of, or inability to use the school technology including, but not limited to, claims that may arise from the unauthorized use of the Tablet to purchase products or services.

I understand that it is impossible for Everett Public Schools to restrict access to all controversial materials, and I will not hold the school responsible for materials, products, and/or services accessed on the network. I also agree to report any inappropriate Tablet use to the school administration.

I accept full responsibility for my child's use of technology outside the school setting. Also, I understand that my child, when he/she is using the EPS Tablet, is subject to the (1) Tablet Acceptable Use Policy and (2) the Everett Public Schools Student General Device Guidelines while in school and while not in school.

I understand that the technology resources in the Everett Public Schools are provided for the purpose of supporting the educational mission of the school to provide all students with a quality education that supports success in an ever-changing world.

The Everett Public School's goal in providing the Tablet is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and mobile learning.

By signing this acknowledgement form I accept full responsibility for the care, protection, and use of the Tablet issued to my child by the Everett Public Schools.

Student Name (Print)

Homeroom #

Student Name (Sign)

Date

Parent/Guardian Name (Print)

Phone

Parent/Guardian Name (Sign)

Date

APPENDIX R

EVERETT PUBLIC SCHOOLS' STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES POLICY

Extracurricular activities, including playing intramural sports are a key part of the school experience and have an immense and lasting impact on a student's life. Among its many benefits, participation in extracurricular athletic activities promotes socialization, the ability to develop a talent or interest, the development of leadership skills, focus, and physical fitness.

It is the policy of the Everett Public Schools to encourage students to participate in extracurricular activities offered for their grade level, in the school that they attend.

Participation is not restricted by a student's race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness, handicap and/or disability.

Although the Everett Public Schools strives to allow all students the opportunity to participate, some activities, particularly sports activities, may require a level of skill or ability for participation; This means that not every student is guaranteed a spot on an athletic team for which students must try out.

The goals of the extracurricular activity program are for students to:

- Enjoy participation and achieve personal success
- Strive for personal bests, make commitments, set goals, and follow through with responsibilities
- Participate in a program in a safe environment and under the direction of knowledgeable, caring and trained personnel
- Develop creativity and provide opportunities to practice skills

Participation in extracurricular activities will enable students to extend learning, develop positive attitudes, increase self-esteem, enjoy positive social interactions, and broaden their fitness and leisure horizons.

APPENDIX S

EVERETT PUBLIC SCHOOLS' SUBSTANCE USE AND PREVENTION POLICY

INTRODUCTION:

The Everett Public Schools is committed to promoting an atmosphere of safety, respect, and caring for all students, staff members, and visitors to the school that is conducive to teaching and learning. Each school principal or person who holds a comparable position shall be responsible for the implementation and oversight of the Substance Use and Prevention Policy at his or her school. *An Act Relative to Substance Use, Treatment, Education and Prevention* was signed into law on March 14, 2016, as Chapter 52 of the Acts of 2016.

This Policy includes information about the following areas as prescribed under Chapter 52:

- Clearly Defined Goals
- Involvement of all stakeholders
- Communication
- Curriculum Implementation
- Enforcement Provisions
- Treatment Opportunities
- Timetable for periodic review

POLICY GOALS:

The Everett Public Schools recognizes its responsibility in establishing and implementing goals regarding use and prevention of substance abuse. The goals are in observance of the six elements of a Safe and Supportive Schools Framework in the following areas:

I) *Leadership*

District leadership is essential in developing and implementing effective substance use prevention and abuse education policies in order to maintain a safe and supportive learning environment. In adopting or updating policies, the school committee will work in conjunction with district and school leaders in developing clearly defined goals to prevent and address substance use and abuse among youth. This leadership will result in strong links between identified local needs and prevention program/system designs. Such topics will be the project of the District-wide Leadership Committee on Substance Abuse and Prevention. Members will include the Superintendent, an Assistant Superintendent, a combination of Principals and Assistant Principals, the Director of Guidance and representatives of guidance and health teachers and regular classroom teachers. Policy will be reviewed annually.

II) Professional Development

Comprehensive substance use prevention programs involve the use of multiple strategies that include education and training; social competence skill development; social norms with expectations for behavior; policies, procedures and protocols; and problem identification and referral services. Through the scope of work of the District Team, district and school administrators play a key role in setting protocols for implementing and referral services.

Everett will provide training, so that all school staff know district policies, procedures, and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse. All faculty and staff will be provided training on the early warning signs and behaviors that indicate a student may be

experiencing substance use problems, and will be aware of building-based referral systems and other protocols to follow. Staff who are responsible for implementing substance use prevention curricula have been provided with specific training and professional development on implementing evidence-based programs and effective strategies for preventing substance use.

III) Access to resources and services

Faculty and staff see students on a daily basis and often recognize changes in student performance, demeanor, and appearance that indicate a student may be at risk. School staff can play a key role in identifying and referring students with substance use related problems and working with their families. Educators and school counseling personnel will work in collaboration with substance use counseling professionals and mental health specialists to meet the needs of those students most at risk.

School counseling personnel have access to information and strategies necessary to facilitate referrals to community services for the wide variety of mental health problems that students experience, including substance use. The Everett Public Schools will establish a resource list for the network of services available through the agencies in our area.

Collaboration between schools and community behavioral health providers will address student-specific issues, including interventions such as small group, individual supports, and school re-entry plans. These efforts can support school staff including consultation on general as well as student-specific challenges and plans for school and community provider responses when necessary.

IV) Academic and non-academic strategies

Integrating substance use prevention and education into schools is one of the easiest ways to reach youth and young adults. Everett Public Schools has implemented evidence based substance abuse prevention curriculum for grades K to 12. These programs are currently in practice in the Everett Public Schools and are developmentally appropriate. Additionally, they demonstrate cultural competency.

- Healthsmart.com K-12
- Life Skills 3-12
- Rx for Understanding: Preventing Prescription Drug Abuse Curriculum
- Healthy ME- Street Smart K-12

Moreover, the Everett Public Schools has school-based mental health professionals, who work directly with young people who are identified as being at risk. At least one adult in every school will be designated as the point of contact and support for students who are considered to be at risk.

V. Policies and protocols

ALCOHOL AND CONTROLLED SUBSTANCE USE:

(As it appears in the Everett Public Schools Teacher and Student Handbook)

It is important to provide and maintain a safe and caring learning environment that is free of alcohol and drugs for students. The school district's approach to cases of students who are or may be using or abusing alcohol or controlled substances is one of compassion and judicious handling in order to facilitate the swift rehabilitation of the student. If a teacher suspects that a student is under the influence of alcohol or drugs in school, the teacher should report the matter immediately to the Principal's office.

If a staff member suspects a student of using or abusing alcohol or drugs, the following procedures apply:

- The student will be referred to the school nurse. After speaking to the student, if the nurse determines that physical symptoms may be present, the nurse will consult with the student's guidance counselor concerning the case. If the school nurse and the guidance counselor agree that it is in the best interest of the student, the student's parents will be notified so that appropriate action may be taken. (Testing is suggested within twenty-four (24) hours.)
- If it is believed that the student is not in possession of alcohol or drugs in school, but appears to be using or abusing alcohol or drugs outside of school, School personnel will discuss the matter with the student's parents and explore the possibility of directing them to a counseling or referral agency that can assist the student with his or her needs. (If the student is found to be in possession of alcohol or a controlled substance in school, on school grounds or at a school-related or school-sponsored activity, he or she will be subject to disciplinary action and possible referral to law enforcement officials.)

When a Student Returns to School:

A student who has entered a treatment program will be readmitted to school when he or she submits a statement from a physician, certifying the student is free from alcohol and/or controlled substances and is physically fit to return to school, or when the administration of the Everett Public Schools makes a determination that the student may return.

It is strongly advised that, when a student returns to school, he or she become involved in a series of conferences with his or her guidance counselor on a weekly basis.

Pending the development or availability of a substance abuse program and upon readmission to the school, the student may be assigned to an in-house drug awareness program for a number of hours as determined by the Principal or Vice Principal.

VI. Collaboration with Families

Since 2014, Mass. Gen. Laws c. 71, s. 96 has required each public school to have policies regarding substance use prevention and the education of its students about the dangers of substance abuse, to notify students' parents or guardians about the policies, and to post the policies on the school's website.

The Everett Public Schools adheres to the philosophy that families are essential partners in schools' efforts to prevent substance use. Parental input, particularly from parents of students with substance related-problems, helps identify and prioritize the needs of the school community.

Everett Public Schools emphasizes the importance of school-community-home collaborations in weaving together the resources for comprehensive, multifaceted approaches to preventing substance use and abuse. Providing parents/guardians with information regarding the district's and school's substance use prevention and abuse education policies is critical, as they play a key role in their success. Everett Public Schools will inform parents/guardians about the district's substance use prevention and abuse education policies on an annual basis.

The policy will be posted on the district website. The Student handbooks will also contain information on district policies, procedures and protocols. This information will also be made available to the Parent Teacher Associations/Organizations, School Councils and other related programming. Materials will be easily understandable and culturally appropriate.

Evidence-based prevention curricula containing an education component specifically designed for parents/guardians and other actively involved family members will be developed through the Health Department. This outreach can help parents/guardians and family members to keep students safe from substance use, by modeling skills and attitudes at home, thereby supporting the prevention component of the school initiative. Effective programming will involve parents/guardians through regular activities and by using more than one approach.

Nothing in this Policy creates or should be interpreted as creating an express or implied contract. Except for any provisions mandated by state law, federal law or applicable collective bargaining agreements, the Everett Public School District reserves the exclusive right at all times to unilaterally modify, revoke, or change any and all provisions of this Policy.

APPENDIX T

EVERETT PUBLIC SCHOOLS' NASAL NARCAN POLICY

Purpose:

To establish guidelines and regulations governing utilization of the Nasal Narcan administered by the Everett Public Schools. The objective is to treat Opioid Overdoses and reduce fatal Opioid Overdoses.

Policy:

It is the policy of the Everett Public Schools that non-medical trained staff who will be administering Nasal Narcan are properly trained in the use and deployment of the Nasal Narcan according to the laws of the Commonwealth of Massachusetts.

Procedure:

- A. The Everett Public Schools will deploy the Nasal Narcan kit in the following primary locations:
- Principal's Office
 - Nurse's Office
 - After School Program Office
 - Trainers Office at Everett High School

NOTE: Nasal Narcan may be damaged by extreme temperatures, both high and low. Due to this fact, consideration should be given to storing the Narcan in a cool area.

- B. Nasal Narcan Coordinator: The Superintendent of Schools has designated Mr. Charles F. Obremski, Assistant Superintendent of Business Affairs, as the Nasal Narcan Coordinator.

The Principal/Head Teacher shall be responsible for the following:

1. Ensuring the Nasal Narcan is current and not expired.
2. Proper and efficient deployment of Nasal Narcan.
3. Replacement of any Nasal Narcan that is either damaged, unusable, expired or deployed.
4. Ensuring all personnel that will be using Nasal Narcan has received appropriate training in such.
5. Ensure that any deployment of Nasal Narcan to a subject will have corresponding report documenting such deployment.

C. Nasal Narcan use:

When using the Nasal Narcan Kit trained employees will maintain universal precautions, perform patient assessment; determine unresponsiveness, absence of breathing and or pulse. Employees will call 911 in a potential overdose state. Employees shall follow the protocol as outlined in the Nasal Narcan training.

1. Employees Narcan Deployment Protocol:

- Identify and assess victim for responsiveness, pulse and status of breathing
- If no pulse, initiate CPR and AED as per normal protocol; notify incoming EMS
- If pulse is present and the victim is unconscious, assess breathing status
 - If breathing is adequate (>8 per minute, no cyanosis) and no signs of trauma, place in the recovery position
 - If breathing is decreased or signs of low oxygen (cyanosis) and overdose is suspected (based on history, evidence on scene, bystander reports, physical examination) then proceed with narcan administration
- Retrieve Narcan kit
- Assemble kit
- Administer a maximum of 1mg in each nostril for a total of 2mg, using the mucosal atomizer device
- Initiate breathing support with pocket mask, bag-valve-mask and oxygen if available.
- If no response after 3-5 minutes and a second dose of naloxone is available, repeat the administration
- Continue to monitor breathing and pulse – if breathing increases and there is no evidence of trauma, place in the recovery position
- If at any time pulses are lost, initiate CPR and AED as per normal protocol

- Keep responding EMS advised of patient status when able to do so
- Give full report to EMS when they arrive
- Complete documentation and internal department procedures for restocking and notification

NOTE: When an employee deploys nasal Narcan and it results in a resuscitation of an overdose victim, that employee should ensure that person receives appropriate follow-up care. The effects of Narcan only last for a limited period of time and the person may experience another opiate overdose when the effects of the Narcan wear off. As such, every effort should be made to encourage that person to be transported to the hospital for additional care. If the person refuses additional care, the employee should ensure that person is taken to a medical facility by ambulance. Furthermore, the employee should accompany the ambulance personnel for their safety. Local police and EMT procedures should not be otherwise circumvented as a result of this protocol.

SEE: Barna v. City of Perth Amboy, 42 F.3d 809, 820 (3rd Cir. 1994)(citing Terry v. Ohio, 392 U.S. 1, 16 (1968) and State v. Edmonds, 211 N.J. 117, 132 (2012)(citing State v. Frankel, 179 N.J. 586, 599 (2004) which stated “(1) the officer had an objectively reasonable basis to believe that an emergency requires that he provide immediate assistance to protect or preserve life, or to prevent serious injury’ and (2) there was a ‘reasonable nexus between the emergency and the area or places to be searched.’ Also, SEE: Morey v. Palmer, 232 N.J. Super, 144, 153 (App. Div. 1989); Barna, supra, 42 F.3d at 820 which held that when a person is so “intoxicated” that they appear to the officer to be “incapacitated,” the officer not only has the discretion but the duty to transport the incapacitated person to a hospital¹ with reference to N.J.S.A. 26:2B-16.

D. Maintenance/Replacement

- a) An inspection of the Nasal Narcan kit shall be the responsibility of the personnel assigned the equipment and will be conducted each day.
- b) Missing or damaged Nasal Narcan kit(s) will be reported directly to the Nasal Narcan Coordinator.
- c) Where any condition that necessitates the Nasal Narcan kit to be taken off line or be submitted for replacement this information shall be directed to the Nasal Narcan Coordinator. It should be noted that Narcan has an expiration date per the manufacturer. As such, all personnel assigned Narcan shall be responsible for checking the expiration date of the product. If expired, the Nasal Narcan Coordinator shall be notified as soon as possible.
- d) Replacement: The Nasal Narcan Coordinator shall be responsible for replacing the Nasal Narcan and ensure the employee has an adequate supply available.

E. Documentation/Nasal Narcan Report:

Upon completing the medical assist, the employee shall submit a report detailing the nature of the incident, the care the patient received and the fact that the Nasal Narcan was deployed. The report will be forwarded to the Nasal Narcan Coordinator and after approval forwarded to the Police Department, Fire Department and Board of Health. These records must be completed for statistical value and tracking of the Nasal Narcan deployments.

APPENDIX U

EVERETT PUBLIC SCHOOLS' INCLUSIVE CURRICULUM POLICY

OBSERVANCE OF HOLIDAYS ASSOCIATED WITH RELIGION

The Everett Public Schools district includes students from many religious belief systems, as well as students who do not believe in religion. The District is committed to providing an inclusive environment where diversity is acknowledged and appreciated.

The District respects the right of parents to educate their children in spiritual and religious matters, which includes the celebration of religious holidays. Parents may, in writing, excuse their students from school for

religious holidays. Such absences will be logged as excused absences. All students will be required to make up material covered and assigned during an excused absence from school. Such work shall be made up at the student's initiative without loss of credit following their return to school after absence.

Development, Evaluation and Modification of an Integrated Multi-Cultural Curriculum

The District is committed to an integrated multicultural curriculum. Classrooms should reflect a climate where cultural, religious, and non-religious differences are respected and self-expression is encouraged. Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the diverse population of students in its schools. The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

The School Committee will establish a process by which curriculum, instructional resources and materials for programs shall be reviewed. An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

LEGAL REF.: M.G.L. [69:1E](#), 603 CMR [26:05](#)

School Observance of and Teaching about Major State and Federal Holidays

The District will observe several holidays throughout the year. Such holidays shall be determined by the School Committee.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings, and care should be taken to relate only to secular aspects of these holidays. The observance of religious holidays is not the responsibility of the public schools. Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. If a holiday has a religious undertone, it must be explained within a historical and educational context. Holiday activities should foster appreciation of diversity, and none of the activities should require students to celebrate the holiday, express assent to a particular belief system, or participate in ceremonies traditionally performed in religious communities. Activities should be based on cultural pluralism rather than on the assumption that all students share similar religious beliefs or have similar knowledge or cultural traditions. Activities should also reflect a balance of cultural diversity and secular educational purpose and avoid excessive entanglement with religion.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society. Holidays associated with religion that have cultural significance may be taught in the classroom as part of an integrated multicultural curriculum. Any school activity that relates to holidays associated with religion shall have a secular educational purpose, shall not advance or inhibit religion and shall avoid excessive entanglement with religion.

Selection of Instructional Materials

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Any selected instructional programs and materials must fit within the District's goal of

providing students with an integrated multicultural curriculum. As such, instructional materials must satisfy the following criteria:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REFS.: M.G.L. [30B:7](#); [71:48](#); [71:49](#); [71:50](#)

603 CMR [26.00](#)

APPENDIX V

EVERETT PUBLIC SCHOOLS' PROHIBITION ON POSSESSION AND/OR USE OF WEAPONS

The Everett Public Schools strictly prohibits the use and/or possession of weapons or dangerous instruments on school premises, including but not limited to in school buildings, on school grounds, on school buses, or on school vehicles, or at any school-related activity/event, except with prior express written permission from the Superintendent of Schools. This policy shall apply to all students, employees, volunteers and other visitors on school premises and/or at school-related activities/events. The District reserves the right to inspect all school premises for weapons and/or dangerous instruments. The District further reserves the right to inspect all persons and their property on school premises or at any school-related activity/event upon reasonable suspicion that such person is in possession of a weapon or dangerous instrument.

Weapons include, but may not be limited to, firearms, including any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged, whether loaded or unloaded; ammunition; knives or

similar blades of any kind, shape or length; a police baton, nightstick, or bludgeon; a blow gun; fireworks or explosives of any kind; mace, tear gas, or any other substance that is used to incapacitate another person; any martial arts weapon; metallic or other artificial knuckles; and/or any electronic defense weapon. Dangerous instruments include, but may not be limited to, any item, article, or substance that has no reasonable use in the school setting on school premises, and/or at a school-related activity/event and, under the circumstances, is capable of causing death or serious physical injury; and/or any item, article, or substance that has a reasonable use in the school setting, on school premises, and/or at a school-related activity but, under the circumstances, is intended to cause death or serious physical injury. Weapons and dangerous instruments further include toys, replicas, and other artificial copies of prohibited items.

Any weapon or dangerous instrument discovered in violation of this policy will be confiscated and law enforcement will be notified as appropriate. Any person who possesses and/or uses a weapon or dangerous instrument in violation of this policy will be immediately removed from school premises and/or the school-related activity/event, and will not be allowed to return to such premises and/or activity/event pending the outcome of an investigation. In the event the investigation shows that this policy has been violated, the District will take appropriate action, which may include, but is not limited to the following: suspension and or termination of any business relationship; reassignment of job duties; suspension or termination of employment; suspension or expulsion of a student; permanent prohibition from entering school premises and/or attending any school-related activity/event; criminal prosecution of the person (s) involved; and/or any further action necessary to protect students, staff, and others.

Any District employee, who receives a report or otherwise becomes aware of the possession or use of a weapon or dangerous instrument in violation of this policy, or of a threat in relation thereto, shall immediately notify their Building Principal and/or immediate supervisor. Upon receipt of such notification, the Building Principal or supervisor shall immediately notify the Superintendent of Schools and take any other appropriate action in accordance with this policy and applicable laws and regulations, including but not limited to 20 U.S.C. § 7961, M.G.L.c.71, §37H and M.G.L. c. 71, §37L.

LEGAL REF: M.G.L. c.71, § 37H; M.G.L. c. 71, §37L; M.G.L. c. 269, § 10; Gun-Free School Zones Act, 18 U.S.C. § 922; Gun-Free Schools Act, 20 U.S.C. § 7961

APPENDIX W

EVERETT PUBLIC SCHOOLS' VERBAL SCREENING TOOLS POLICY

State law provides that by the 2017-2018 school year, and subject to appropriation, public schools shall utilize a verbal screening tool to screen students annually, at two different grade levels, substance use disorders. The relevant sections of the statute read as follows:

Mass. General Laws chapter 71, section 97 (as amended by St. 2016, c. 52, s. 15):

Section 97, (a) Subject to appropriation, each city, town, regional school district, charter school or vocational school district shall utilize a verbal screening tool to screen pupils for substance use disorders. Screenings shall occur on an annual basis and occur at 2 different levels as recommended by the department of elementary and secondary education, in consultation with the department of public health. Parents or guardians of a pupil to be screened pursuant to this section shall be notified prior to the start of the school year. Verbal screening tools shall be approved by the department of public health.

De-identified screening results shall be reported to the department of public health, in a manner to be determined by the department of public health, not later than 90 days after completion of the screening.

(b) A pupil or the pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening. A city, town, regional school district, charter school or vocational school district utilizing a verbal screening tool shall comply with the Department of Elementary and Secondary Education's regulations relative to consent.

(c) Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

(d) The department of elementary and secondary education shall notify each school district in writing of the requirement to screen students for substance use disorders pursuant to this section. School districts with alternative substance use screening policies may, on a form provided by the department, opt out of the required verbal screening tool. The form shall be signed by the school superintendent and provide a detailed description of the alternative substance use program the district has implemented and the reasons why the required verbal screening tool is not appropriate for the district.

(e) No person shall have a cause of action for loss or damage caused by an act or omission resulting from the implementation of this section.

Section 63 of St. 2016, c. 52, reads as follows:

Each city, town, regional school district, charter school or vocational school district shall implement the verbal substance use disorder screenings required by section 97 of chapter 71 of the General Laws by the 2017-2018 school year.

Further, Mass. Gen. Laws c. 71, s. 97, is subject to appropriation, which means schools and districts may voluntarily implement the actions described, but they are not required to do so unless and until funding is appropriated.

In short, the requirement to conduct verbal screenings of students for substance use disorder does not take effect until the 2017-2018 school year, and even then is subject to appropriation of funding for this purpose. ESE is working with the Department of Public Health on guidance for schools concerning these verbal screenings, and will publish it within the next several months to assist schools in planning.

If you have questions or comments on this guidance document, please contact ESE's Office of Student and Family Support via achievement@doe.mass.edu.

APPENDIX X

This appendix contains pages that may need to be signed and returned to school by the parent and student.

KINDERGARTEN AGREEMENT FORM

KINDERGARTEN POLICY:

Kindergarten pupils who are in need of more readiness work at the end of one complete year, or Kindergarten pupils who for other reasons have not completed a full year, may repeat Kindergarten with the approval of the parents.

Parents shall be made aware of their right to place the student in the first grade and shall be asked to sign the agreement form below:

I have been advised that my child's progress warrants another year of readiness work in Kindergarten. I have also been advised of my right to a first grade placement for my child.

I concur with the school's recommendation:

Parent/Guardian

Date

I request first grade placement:

Parent/Guardian

Date

CITY OF EVERETT, MASSACHUSETTS

**EXECUTIVE DIRECTOR
OF HEALTH AND
HUMAN SERVICES**
SABRINA FIRICANO

BOARD OF HEALTH
CHAIRPERSON
SEAN F. CONNOLLY, M.D.

MEMBER
JOAN LAVECCHIO
MELISSA MASSAU

Dear Parent/Guardian:

If you have a child in grades 6-12 and would like your child to receive Acetaminophen (Non-Aspirin), Advil (Ibuprofen), or Mylanta (Simethicone) tablets in the event of minor discomfort, mild menstrual cramps, or upset stomach, please complete the following consent form, **provided your child has not had a history of an allergic reaction to Acetaminophen (Non-Aspirin), Advil (Ibuprofen), or Mylanta (Simethicone).** This permission form will be kept on file in the School Nurse's office. The usual doses are as follows:

I give my permission to have the School Nurse administer the following medications to my child: (Please check any and all that apply.)

_____ Acetaminophen (Tylenol) 1-2 tablets (325 mg) every 4-6 hours

_____ Advil (Ibuprofen) 2 tablets (200-400 mg) every 4-6 hours

_____ Mylanta (Simethicone) 1-2 tablets (40-80 mg) every 4-6 hours

_____ Benadryl 1-2 tablets (25-50 mg) every 4-6 hours

Name of Child: _____ Homeroom: _____ Date: _____
Date: _____

Signature of Parent/Guardian: _____ Phone# (Work): _____

Home: _____ Cell: _____

Additional Pertinent Health Information and Other Medications Currently Being Taken:
(Please include any allergies to medications.)

484 BROADWAY - ROOM 20 - EVERETT, MASSACHUSETTS 02149 (617) 394-2255

MEDICATION ORDER

(To be completed by a licensed prescriber: Physician, Nurse Practitioner, or others authorized by Chapter 94C)

Name of Student: _____ Date of Birth: _____

Address: _____ Grade: _____

Business Telephone Number: _____ Emergency Number: _____

Medication: _____

Route of Administration: _____ Dosage: _____

Frequency: _____ Time(s) of Administration: _____
(Please note: Whenever possible, medication should be scheduled at times other than school hours.)

Specific directions or information for administration _____

Date of Order: _____ Discontinuation Date: _____

*Diagnosis: _____

*Any other medical condition(s): _____

Optional Information

1. Special side effects, contraindications, or possible adverse reactions to be observed: _____

2. Other medication being taken by student: _____

3. The date of the next scheduled visit or when advised to return to the prescriber: _____

4. Consent for self-administration (provided the school nurse determines it is safe and appropriate):
Yes _____ No _____

5. Notice to prescriber of nebulizer treatment _____ How frequently? _____

Signature of Licensed Prescriber

Telephone Number

*** if not in violation of confidentiality**

**Parent or Guardian Consent for Medication Administration
General Information**

Name of Student: _____ School: _____ Grade: _____

Date of Birth: _____ Sex: _____

Name of Parent/Guardian: _____

(Please Print)

Address: _____

Phone (Home): _____ Phone (Work): _____

Phone (Where parent or guardian may be reached in case of emergency): _____

Other persons, if any, to be notified in case of emergency if parent/guardian unavailable

Name: _____ Phone: _____

Relationship: _____

My son/daughter is currently receiving the following medications (to be completed if not in violation of confidentiality). Please list all medications the child is receiving, including those given during the school day.

1. _____ 2. _____ 3. _____ 4. _____

My son/daughter is known to have the following allergies: _____

Consent

1. I give my permission to have the school nurse or school personnel designated by the school nurse give the following medicine _____
prescribed by _____ to _____
(Licensed Prescriber) (Name of Student)

2. I give permission for my son/daughter to self administer medication, if the school nurse determines it is safe and appropriate. Yes _____ No _____

3. I give permission to the school nurse to share with appropriate school personnel information relative to the prescribed medicine administration, e.g., adverse side effects, as he/she determines necessary for my son/daughter's health and safety.
Yes _____ No _____

Any restrictions on release _____

(Please note: I understand that I may retrieve the medicine from the school at any time and that the medicine will be destroyed if it is not picked up within one week following the termination of the order or one week beyond the close of school.)

4. I give permission for my son/daughter to be photographed for identification purposes, for medication administration.

Signature of Parent/Guardian _____

Relationship to student _____ Date _____

**CITY OF EVERETT
MASSACHUSETTS**

**EXECUTIVE DIRECTOR
OF HEALTH AND
HUMAN SERVICES
SABRINA FIRICANO**

**BOARD OF HEALTH
CHAIRPERSON
SEAN F. CONNOLLY, M.D.**

**MEMBER
JOAN LAVECCHIO
MELISSA MASSAU**

**Summary of Policies for the Administration of
Prescription Medications in the Schools**

Dear Parent/Guardian:

We are writing to inform you of policies that have been put in place to ensure the health and safety of children needing medication during the school day.

We have summarized some integral parts of the policy. The detailed policies are available for review in the Superintendent's office, Principal's office, School Nurse's office or the Board of Health.

DEFINITIONS

PRESCRIPTION MEDICATIONS means any medication that by federal law may be obtained only by prescription.

LICENSED PRESCRIBER means a health care provider who is legally authorized to prescribe medication pursuant to M.G.L. c. 94C and applicable federal laws and regulations.

1. SHORT TERM MEDICATIONS (TEN SCHOOL DAYS OR LESS)

- a. A parent consent form must be completed.
- b. A pharmacy-labeled container may be used instead of a license prescriber's order.
- c. Pharmacy-labeled containers must have on their label:
 1. Student's name
 2. Name of licensed prescriber
 3. Name of medication
 4. Route and dosage of medication
 5. Frequency and time of medication administration
 6. Date of the order and discontinuation date

Note: The School Nurse reserves the right to request a licensed prescriber's order.

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2. LONG TERM MEDICATIONS (MORE THAN 10 SCHOOL DAYS)

- a. A parent consent form must be completed.
- b. A medication order from a licensed prescriber shall be provided and contain:
 1. Student's name
 2. Name and signature of the licensed prescriber and business and emergency phone number
 3. Name of the medication
 4. Route and dosage of administration
 5. Frequency and time of medication administration
 6. Date of the order and discontinuation date
 7. Diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality
 8. Specific directions for administration
- c. All prescription medications must be brought to school in a pharmacy- labeled container with the student's name, medication to be administered, dosage prescribed, and frequency of medication.

3. MEDICATION ADMINISTRATION PLAN

- a. The school nurse, in collaboration with the parent, whenever possible shall establish a medication administration plan for each student receiving medication.

4. HANDLING, STORAGE, AND DISPOSAL OF MEDICATIONS

- a. **A PARENT/GUARDIAN OR DESIGNATED RESPONSIBLE ADULT SHALL DELIVER ALL MEDICATION TO BE ADMINISTERED BY SCHOOL PERSONNEL TO THE SCHOOL NURSE. MEDICATION SHOULD NOT BE SENT TO SCHOOL WITH YOUR CHILD.**
- b. The school nurse shall document the quantity of medication delivered.
- c. Parent/guardian may retrieve the medication from the school at any time.
- d. **No more than (30) thirty school days' supply of the medication for a student shall be stored at the school.**
- e. When and where possible, all unused, discontinued, or outdated medications shall be returned to the parent/guardian. The school nurse may destroy medications in extenuating circumstances. All medications will be returned or destroyed at the end of each school year.

Please complete the enclosed Parent/Guardian form and have the Medication Order form completed by your health care provider. Send the completed forms to the school your child attends as soon as possible. When your child needs a medication to be given during the school day, please act quickly to follow these policies, so we may begin the medication as soon as possible. Thank you for your cooperation. If you have any questions, please contact the school nurse.

School Nurse

Telephone Number



2021-2022 DISTRICT CALENDAR

2021

- * August 30.....First Day for Teachers
- ▲ August 31.....Half Day for K-12
- ▲ September 1.....First Full Day for K-12
- September 3.....No School
- September 6.....Labor Day: No School
- ▲ September 7.....First Day for PreK
- September 21.....Primary Election Day: No School
- October 11.....Columbus Day: No School
- November 2.....Election Day: No School
- November 11.....Veterans Day: No School
- ▲ November 24.....Half Day
- November 25 & 26.....Thanksgiving: No School
- ▲ December 23.....Half Day
- December 24-31.....Winter Vacation: No School

2022

- January 3.....Students & Staff Return
- January 17.....Martin Luther King Jr. Day: No School
- February 21.....Presidents' Day: No School
- February 22-25.....February Vacation: No School
- February 28.....Students & Staff Return
- April 15.....Good Friday: No School
- April 18.....Patriots' Day: No School
- April 19-22.....April Vacation: No School
- April 25.....Students & Staff Return
- May 30.....Memorial Day: No School
- June 4.....Graduation Day (Tentative)
- ▼ June 15.....Last Day of School (without Snow Days)
- June 20.....Juneteenth: No School
- ▼ June 23.....Last Day of School (with 5 Snow Days)

Major Religious & Cultural Holidays

2021

- Sep. 7-8.....Rosh Hashanah
- Sep. 16.....Yom Kippur
- Nov. 4.....Diwali
- Nov. 25.....Thanksgiving
- Nov. 29-Dec. 6.....Hanukkah
- Dec. 25.....Christmas
- Dec. 26-Jan. 1.....Kwanzaa

- March 17.....St. Patrick's Day
- April 3.....Ramadan Begins
- April 15.....Good Friday
- April 16-22.....Passover
- April 17.....Easter
- April 22.....Earth Day
- April 24.....Orthodox Easter
- May 3.....Eid al-Fitr: End of Ramadan
- May 8.....Mother's Day
- May 18.....Haitian Flag Day
- June 19.....Juneteenth
- June 19.....Father's Day
- July 4.....Independence Day
- July 10.....Eid al-Adha

2022

- Jan. 1.....New Year's Day
- Jan. 1.....Haitian Independence Day
- Jan. 6.....Three Kings Day
- Feb. 1.....Lunar New Year
- March 2.....Ash Wednesday

1st Quarter Ends: November 5★

2nd Quarter Ends: January 21★

3rd Quarter Ends: April 8★

4th Quarter Ends: June 15★

August 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30*	31				

September 2021

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October 2021

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24/31	25	26	27	28	29	30

November 2021

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28	29	30				

December 2021

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26	27	28	29	30	31	

January 2022

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16	17	18	19	20	21★	22
23/30	24/31	25	26	27	28	29

February 2022

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27	28●					

March 2022

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20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

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24	25●	26	27	28	29	30

May 2022

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22	23	24	25	26	27	28
29	30	31				

June 2022

S	M	T	W	T	F	S
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12	13	14	15▼	16	17	18
19	20	21	22	23▼	24	25
26	27	28	29	30		

July 2022

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Approved by the Everett School Committee | July of 2021