



Pre K – 5 School Handbook

(Including Before, After-School, Saturday, and Summer Programs)

2021-2022

VISION STATEMENT

Our school community is multicultural and diverse. Revere celebrates this rich tapestry of heritage and aspirations and remains united in its efforts to realize the full intellectual, social, and physical potential of every child. In this endeavor, we shall maintain a safe environment that nurtures curiosity, dignity, and the promotion of social responsibility.

Our vision impels us to advocate the following:

We will endeavor to empower all members of our educational community in the decision-making process. The achievement of excellence requires the dedication, support, and understanding of all individuals.

Superior individual development is the goal for all of our children, and we will not be satisfied with lowered expectations of achievement. We realize this expectation will require the use of a broad range of instructional methodologies and curriculum offerings. We will support one another in the development of these skills and programs and will hold ourselves accountable.

Our schools must be hallmarked by innovation. We will encourage and support teachers to explore new methods and materials. Achievement of educational excellence is not within the domain of the timid. In order to meet the constantly changing needs of our students, the Revere schools must remain at the forefront in the use of instructional methodology and materials.

REVERE SCHOOL COMMITTEE

Mayor Brian Arrigo, Chair

Stacey Bronsdon-Rizzo, Vice Chair

Anthony D'Ambrosio, Secretary

Michael Ferrante

Susan Gravellese

Frederick A. Sannella

Carol A. Tye

Superintendent of Schools

Dianne Kelly, Ed.D.

Assistant Superintendents of Schools

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

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

Lourenco Garcia Ed.D. - Equity and Inclusion

Executive Director of Data and Accountability

Jamie Flynn

To the Parents/Guardians:

I would like to welcome you to what should be another exciting and rewarding school year! Your children's teachers and administrators continue to work hard to provide each and every child with a quality education in a secure and friendly environment. We are committed to achieving the full potential of all our students; and with this goal in mind, we strive each year for better instructional resources, improved professional skills, and greater collaboration with the parents/guardians of our students.

We have prepared this booklet to help you become acquainted with the various procedures of your school. Although there can be no substitute for frequent communications with your child's teachers and principal, we hope that the information contained herein will answer many of your questions. Do not hesitate to call or visit us.

When concerns arise, it is always best to speak to the person closest to the situation. In most instances, this will be your child's classroom teacher. If you are still concerned, you should then contact the principal of the school, who will be glad to be of assistance. I am available to discuss system-wide concerns with all members of our community. Please do not hesitate to contact me.

| | |
|---|------------------|
| Beachmont Veterans Memorial School | 781 - 286 - 8316 |
| Garfield Elementary School | 781 - 286 - 8296 |
| Hill School | 781 - 286 - 8284 |
| Lincoln School | 781 - 286 - 8270 |
| Paul Revere School | 781 - 286 - 8278 |
| Whelan School | 781 - 388 - 7510 |
| Superintendent's Office | 781 - 286 - 8226 |

We believe that our schools are very special places, and we invite you to join with us in making them even better. Parents/Guardians can become actively involved in our schools through membership in the PTAs, school councils, and the many issue-oriented committees. With your active involvement and support, we can help our children achieve their highest aspirations.

DK/rd

Sincerely,

Dianne K. Kelly, Ed.D.
Superintendent of Schools

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REVERE PUBLIC SCHOOLS 2021-2022 SCHOOL CALENDAR

FINAL
8-17-21

This is a district-wide calendar. Consult your child's individual school calendar for additional events, release days, and unique schedules – particularly for ELT and Innovation Schools

H = Holiday/No School **PD** = Professional Development () = Early Release or Half Day * = End of Quarter Δ = End of Trimester **V** = Vac
184 Student Days 185.5 Teacher Days

| | | | | | |
|--|---------------------|------|-----------|----|----|
| 24 th Teacher half PD No School | AUG/SEPT '21 | | | | |
| 25 th First Day Grades 1-12 | M | T | W | Th | F |
| 3 rd No School | 16 | 17 | 18 | 19 | 20 |
| 6 th Labor Day No School | 23 | PD | First day | 26 | 27 |
| 1 st First Day for Grade K | 30 | 31 | 1 | 2 | 3 |
| 9 th Meet the Teacher Middle Schools | H | 7 | 8 | 9 | 10 |
| 13 th Meet the Teacher Elementary Schools | 13 | (14) | 15 | 16 | 17 |
| Please Note: | 20 | 21 | 22 | 23 | 24 |
| 14 th Early Release (All Schools) PD | 27 | 28 | 29 | 30 | |
| 14 th Meet the Teacher High Schools | | | | | |
| 25 student days | | | | | |

| | | | | | |
|---------------------|----|-----|----|----|--|
| FEBRUARY '22 | | | | | 3 rd Parent Conferences GMS, RMA, SBA (early release middle schools only) |
| M | T | W | Th | F | |
| | 1 | 2 | 3 | 4 | 9 th Early Release (All Schools) PD |
| 7 | 8 | (9) | 10 | 11 | 21 st – 25 th Vacation No School |
| 14 | 15 | 16 | 17 | 18 | |
| H | V | V | V | V | |
| 28 | | | | | |
| | | | | | 15 student days |

| | | | | | |
|---|--------------------|----|------|----|-----|
| 11 th Columbus Day No School | OCTOBER '21 | | | | |
| 13 th Early Release (All Schools) PD | M | T | W | Th | F |
| | | | | | 1 |
| | 4 | 5 | 6 | 7 | 8 |
| | H | 12 | (13) | 14 | 15 |
| | 18 | 19 | 20 | 21 | 22 |
| | 25 | 26 | 27 | 28 | 29* |
| 20 student days | | | | | |

| | | | | | |
|------------------|----|-----|----|------|--|
| MARCH '22 | | | | | 3 rd Parent Conferences RHS, SEA (No early release) |
| M | T | W | Th | F | |
| | 1 | 2 | 3 | 4 | 9 th Early Release (All Schools) PD |
| 7 | 8 | (9) | 10 | 11 Δ | 24 th Parent Conferences all elementary schools (early release elementary schools only) |
| 14 | 15 | 16 | 17 | 18 | |
| 21 | 22 | 23 | 24 | 25 | |
| 28 | 29 | 30 | 31 | | |
| | | | | | 23 student days |

| | | | | | |
|---|---------------------|----|--------|----|----|
| 2 nd Teacher PD No School | NOVEMBER '21 | | | | |
| 10 th Early Release (All Schools) PD | M | T | W | Th | F |
| 11 th Veterans Day No School | 1 | PD | 3 | 4 | 5 |
| 17 th Parent Conferences GMS, RMA, SBA (early release middle schools only) | 8 | 9 | (10) | H | 12 |
| 18 th Parent Conferences RHS, SEA (No early release) | 15 | 16 | 17 | 18 | 19 |
| 24 th Half day ALL SCHOOLS | 22 | 23 | (24) Δ | H | V |
| 25-26 Thanksgiving No School | 29 | 30 | | | |
| 18 student days | | | | | |

| | | | | | |
|------------------|----|------|----|-----|--|
| APRIL '22 | | | | | 13 th Early Release (All Schools) PD |
| M | T | W | Th | F | 18 th – 22 nd Vacation No School |
| | | | | 1 * | |
| 4 | 5 | 6 | 7 | 8 | |
| 11 | 12 | (13) | 14 | 15 | |
| H | V | V | V | V | |
| 25 | 26 | 27 | 28 | 29 | |
| | | | | | 16 student days |

| | | | | | |
|--|---------------------|----|-----|------|----|
| 8 th Early Release (All Schools) PD | DECEMBER '21 | | | | |
| 14 th Parent Conferences all elementary schools (early release elementary schools only) | M | T | W | Th | F |
| | | | 1 | 2 | 3 |
| 23 rd Half Day ALL SCHOOLS | 6 | 7 | (8) | 9 | 10 |
| 24 th – 31 st Vacation No School | 13 | 14 | 15 | 16 | 17 |
| | 20 | 21 | 22 | (23) | H |
| | V | V | V | V | V |
| 17 student days | | | | | |

| | | | | | |
|----------------|----|------|----|----|---|
| MAY '22 | | | | | 11 th Early Release (All Schools) PD |
| M | T | W | Th | F | 30 th Memorial Day No School |
| 2 | 3 | 4 | 5 | 6 | |
| 9 | 10 | (11) | 12 | 13 | |
| 16 | 17 | 18 | 19 | 20 | |
| 23 | 24 | 25 | 26 | 27 | |
| H | 31 | | | | |
| | | | | | 21 student days |

| | | | | | |
|---|--------------------|----|------|----|-----|
| 3 rd In observance of New Year's Day | JANUARY '21 | | | | |
| 12 th Early Release (All Schools) PD | M | T | W | Th | F |
| 17 th MLK Day No School | H | 4 | 5 | 6 | 7 |
| | 10 | 11 | (12) | 13 | 14 |
| | H | 18 | 19 | 20 | 21* |
| | 24 | 25 | 26 | 27 | 28 |
| | 31 | | | | |
| 19 student days | | | | | |

| | | | | | |
|-----------------|----------|-----|----|----|--|
| JUNE '22 | | | | | 8 th Early Release (All Schools) PD |
| M | T | W | Th | F | 14 th Last day if no snow days. |
| | | 1 | 2 | 3 | S = Make up snow day |
| 6 | 7 | (8) | 9 | 10 | |
| 13 | Last day | S1 | S2 | S3 | |
| S4 | S5 | 22 | 23 | 24 | |
| 27 | 28 | 29 | 30 | | |
| | | | | | 10 student days |

ACADEMIC REQUIREMENTS

Academics is one of the key components in the placement of students. Careful attention and coordination are required by parents/guardians, teachers, and the principal for each child's placement. As a result, if parents have a questions or concerns, please address your question / concern with the principal.

Revere Public Schools reserves the right to retain students for insufficient academic progress at the district's discretion.

Students who are performing below grade level may be required to attend any RPS summer programs available to increase achievement in weak areas.

ANTI-DISCRIMINATION LAW

The Revere Public Schools does not discriminate against any student because of gender, gender identity, race, color, religion, ethnic background, sexual orientation, national origin, disability or homelessness. All students have equal access to admission to school, courses, extracurricular activities, and student employment opportunities. The Assistant Superintendent of Pupil Personnel Services serves as the Title IX/Chapter 622 coordinator and is available to respond to requests for information about the state and federal laws that prohibit discrimination in education.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal statute, which prohibits the discrimination of a qualified individual on the basis of disability from participating in, or being denied benefits of, any program or activity receiving federal financial assistance.

Revere Public Schools espouses the disciplinary protections afforded to students with disabilities identified under Section 504. This action ensures that students with a disability(ies) will not lose access to a free appropriate public education (FAPE). Students with a disability(ies) will not be removed from school for more than ten (10) school days due to disciplinary action before a manifestation determination committee convenes. The manifestation determination committee will determine whether or not the behavior in question correlates to the area of disability. ATTENDANCE/TARDINESS/DISMISSALS

A. ATTENDANCE

Massachusetts General Law Chapter 76, Section 2 states that it is the duty of parents/guardians to assure that children attend school regularly. The statute defines regularly as no more than 7 absences in any six-month period. The Revere Public Schools recognizes the importance of attendance and its correlation to academic success.

Parents can always check the current status of their child's attendance and grades in the PowerSchool Parent Portal.

To create your Parent Portal account, go to the Revere Public School website at (<http://www.reverek12.org>) click on "Parents", open document #2 "Gaining Access", follow the step by step instruction. Email questions to: powerschoolsupport@reverek12.org. Note: You must have an email account in order to create a Parent Portal account

Absences:

Absences:

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

Clarification of "Excused" Absence Policy:

A. Absences are excused for the following reasons:

1. death in the family
2. mandated court appearance as either a victim or a witness
3. observance of religious holidays
4. an emergency, which makes attendance at school absolutely impossible.

B. Generally, medical reasons are not excused absences

The first day of consecutive absences is **never** excused.

Medical reasons are *not* excused absences. If a student has a doctor's note for two or more consecutive days, this *may* be considered by the principal as one incident and therefore as an absence of one day. All medical documentation for absences must be timely in nature and submitted within ten (10) days of a student's return to school. All work must be made up to the satisfaction of the individual teachers involved.

If a student is not in attendance, parents/guardians **MUST** report the absence and the reason by calling their school before 9:00 a.m.

Students not in attendance from school may not be eligible to participate in any after-school activity on the day of the absence, at the discretion of the principal. Excessive absences may be reported to the attendance officer for further action, which may include but not be limited to intervention by the Department of Children and Families.

Students not in attendance three (3) or more days in succession will not be admitted without clearance by the school nurse.

Whenever a student is not in attendance, s/he must, upon returning to school, submit a written note signed by the parent or guardian, who may use the format below as a guideline for absence notes.

REASON FOR ABSENCE

| | |
|------------------------------------|---------------------|
| Date: _____ | |
| TO: _____ | |
| (name of teacher) | |
| Please pardon the absence of _____ | |
| (name of student) | |
| on _____ | which was caused by |
| (dates) | |
| _____ | |
| (parent's/guardian's signature) | |

Students are entirely responsible for making up work missed during their absences. Students must make up work on the teacher's department night or at some other pre-arranged time. Students have two (2) weeks from the closing of marks to make up incomplete work. If students fail to meet the requisites, teachers have no alternative but to record zeroes for the work assigned on days of absence.

Perfect attendance denotes being in school every minute of every school day. Perfect attendance constitutes not being tardy, absent, or dismissed for the entire trimester.

B. TARDINESS

Promptness to school is very important. Children reporting to school after the late bell must report to the office and will be marked tardy. Repeated tardiness may result in detention and/or parental conference and/or referral to the attendance officer. **Students arriving to school after 11:40 AM will be marked as TA (tardy-absent).** Tardy-absences apply toward the maximum seven allowed absences per trimester.

C. DISMISSALS

A pupil who is to be dismissed from school must present a note to her/his teacher, who will then forward it to the school secretary. The parent, guardian, or confirmed designee must come to the office to meet the student. Photo identification will be required. **NO PUPIL WILL BE DISMISSED BY TELEPHONE.** Students dismissed prior to 11:40 AM will be marked as DE (dismissed-early).

D. INSTRUCTIONAL DISRUPTIONS

Unless it is an emergency, parents and guardians are asked to make end-of-school dismissal arrangements with their child before he or she leaves for school each day. This will help us to reduce classroom interruptions to

deliver messages to students and reduce unnecessary use of school telephones during the course of the instructional school day.

E. The Revere Public Schools acknowledges that excessive tardies and excessive dismissals have a negative impact on student achievement. The principal, in consultation with the Superintendent, may retain a student or assign failing academic grades due to excessive tardy and/or excessive dismissal rates.

BULLYING

SEE POLICIES

CITIZENSHIP

Pupils will respect themselves and others in exercising desirable personal traits, rights, and privileges. They will protect their own property and that of the Revere Public Schools and other individuals from careless or willful harm. We expect that children will take pride in the appearance and upkeep of the schools. Vandalism of school property is a serious problem and will not be tolerated.

Good school citizenship requires that we treat all members of our school community with respect and participate positively in the daily life of the school.

CLASSROOM VISITATION

During American Education Week, in November, parents/guardians are especially encouraged to visit in the classroom, according to the visitation schedule for each school. Photo identification will be required.

CUSTODY CHANGES/RESTRAINING ORDERS

In cases of custody changes or restraining orders, parents/guardians must submit a copy of the decision to the school principal.

DANGEROUS WEAPON

Possession of weapons or mock/toy weapons or any article or instrument that may be used as a weapon. Other prohibited items include but are not limited to noxious substances, white-out, lasers, permanent markers, spray cans, lighters, matches, fireworks, chains.

DEPARTMENT DAYS

In schools that have department days, each teacher will be available once a week for thirty-five minutes to assist pupils who need special help. Each teacher will notify parents of his/her department night schedule. Department day schedules will be posted.

DISCIPLINE

Discipline Policy and Procedures

Revere Public Schools is committed to keeping all schools safe and supportive for all students. Maintaining that commitment requires that Revere Public Schools ensure fair and effective disciplinary practices. We have developed successful interventions that encourage students to act in a positive manner, respect others, and be successful members of the school community. However, discipline is required when those interventions have not worked or to ensure school safety.

The below offenses are divided into two tiers:

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

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

Tier 1

Assault
Bomb Threat / Causing a False Fire Alarm
Possession of Dangerous Weapon (not listed within 37H) or Prohibited Item (page 25)
Disruptive Behavior
Violation Acceptable Use Policy (page 63)
Fighting and/or Provoking a Fight
Insubordination
Off Campus / Off Program / Walkout
Smoking (page 24)
Theft
Threats
Truancy
Vandalism / Graffiti
Violation of Anti-Harassment Policy (page 54)
Violation of Bullying Prevention and Intervention Plan (page 34)
Violation of Alcohol and Other Drug Policy (page 49)

Tier 2

Failure to bring work to class, study and discussion
Bus Misconduct (page 31)
Forgery
Gum Chewing
Missing Office Session
Out of Class without Permission
Throwing of Snowballs, Rocks or Other Projectiles
Trespassing
Use of Skateboards, Rollerblades, Scooter, “Heelys” and Bicycles on School Grounds
Unauthorized Absence / Tardiness (page 2)
Violation of Dress Code (page 10)
Violation of Honor Code (page 18)
Note: The above is not a complete listing of every type of possible misconduct. In the event that a student engages in a type of misconduct that does not technically fall within any of the above categories, the Administration will assign the misconduct to the appropriate tier.

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

Due Process and Procedure

Aside from discipline that is controlled by either of the following statutes, all suspensions and expulsions of students in the Revere Public Schools, including notice and due process related thereto, are in accordance with M.G.L. c. 71, Section 37H ¾, M.G.L. c. 76, Section 21 and the regulations promulgated thereunder. Those regulations (603 CMR 53.00 et seq.) are included on page 82.

Statutory Provisions

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

- (a) Any student who is found on school premises or a school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or a school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing. The student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent of his appeal. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide education services to the student in an education service plan, under section 21 of chapter 76.
- (f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner or form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from the districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
- (g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Also, a student who is charged with a felony or felony delinquency will face discipline pursuant to M.G.L. c. 71, Section 37H 1/2, which provides:

Notwithstanding the provisions of section eighty four and sections sixteen and seventeen of chapter seventy six: (1)

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect.

The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

FEDERAL GUN-FREE Schools Act of 1994

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

School Wide Service Plan:

- Tutoring at local library
- A mutually agreed upon academic setting

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

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

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

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

DISCIPLINING STUDENTS ON 504 PLANS

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

DISMISSALS

See Attendance

DRESS CODE:

Students are required to attend school daily in the appropriate school uniform.

All shirts must have collars and be in appropriate school colors (exception: t-shirts with school logos may be worn on physical education days).

All uniforms must be free of any print, logos (except school logo), labels, or designs

Pants/Shorts must be navy blue or khaki in color ~ black pants are not acceptable

Pants do not include jeans (denim), leggings, or skinny pants.

Shorts/Skirts must be knee length.

Please see your individual school for additional information.

Each school may have a day when uniforms are not worn. Although students are not wearing uniforms, appropriate dress is expected.

The following are NOT considered appropriate dress:

1. All pants, shorts, and skirts worn below waist level and/or which allow undergarments to be visible at any time
2. Pajamas or sleepwear, slippers
3. Undergarments worn as outer garments
4. Spandex, Lycra, and tight fitting pants
5. Jackets or other outdoor wear, including gloves, as indoor dress
6. Headgear of any sort, including hats, sweatbands, bandanas, kerchiefs, hoods, headphones/radios, etc.
7. Shirts with obscene, distracting or inappropriate symbols, language or affiliation as determined by the Administration.
8. Bare-midriff shirts, strapless shirts, low-cut blouses, backless dresses, tank tops, and other shirts deemed by the administration to be too revealing
9. Mini-skirts, bikini shorts, short-shorts
10. Any garment or ornament determined or perceived by an administrator to be gang-related in nature
11. Footwear that can be considered a safety hazard to the student or students in general (e.g. flip flops, slides, Heelys)
12. Shoes/sneakers that have laces that are neither tied nor tucked in.

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

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

Families with financial hardships who need assistance with meeting the dress code should contact the school principal for no-cost options.

EMERGENCY SCHOOL CLOSINGS/DELAYED OPENINGS

School will be dismissed ONLY in extreme circumstances. Releasing students early in the event of inclement weather is a decision made by the superintendent of schools in consultation with the department of public works, the fire department, the police department and the bus company. Safety is the primary criterion used in arriving at the decision.

Many of our students come from homes where all the adults work during the day or otherwise would not be available to supervise children who might be dismissed early.

PARENTS/GUARDIANS: IF YOU ARE UNABLE TO BE HOME, PLEASE BE SURE THAT YOUR CHILDREN KNOW WHERE THEY ARE TO GO IN THE EVENT OF AN EARLY DISMISSAL.

Releasing students to unsupervised or locked homes is not a casual matter. Every effort will be made to avoid early dismissals except in the most dire of circumstances. In case of severe weather conditions, all schools will respect the decision of parents/guardians who wish to pick up their children early from school. If the DPW determines that roads have not been cleared sufficiently to ensure safe transportation of children, buses will not be sent out.

DELAYED OPENINGS: When a delayed opening occurs, students will report two hours after their regular start time.

Announcements of school closings, delayed openings, and/or early dismissals will be made via the following radio stations: WRKO (680 AM), WHDH (850 AM), WBZ (1030 AM), WROR (105.7), WMJX (106.7), and TV Channels 4, 5, & 7, to enable parents/guardians to make the necessary home arrangements. Whenever possible, parents will be notified by using the RPS emergency communication system.

Please do not call the fire department, police department, city hall, or the central office for information regarding school closings.

EMERGENCY EVACUATION

In the event of an emergency school evacuation that requires students to be moved to an alternate site, parents should check the following sources for information: Revere

Educational TV (Channel 10), and either WRKO (680 AM), WHDH (850 AM), or WBZ (1030 AM). Whenever possible, parents will be notified by using the RPS emergency communication system.

EMERGENCY TELEPHONE NUMBERS – IMPORTANT IMPORTANT IMPORTANT!

At the beginning of the school year, parents/guardians complete a student emergency form instructing the school whom to contact in the event a child becomes ill during school hours. Please note: if the listed telephone numbers change, immediately notify your child's teacher with new numbers.

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

In cases of restraining orders or changes in custody, the parent is to submit a copy and indicate such change on the emergency card.

ENTRANCE AGE REQUIREMENTS

- Kindergarten – A student must be five (5) years old on or before August 31st.
- First Grade – A student must be six (6) years old on or before August 31st.

EVERY STUDENT SUCCEEDS ACT (ESSA)

- A. The Revere Public Schools makes every effort to assure that all teachers meet the ESSA guidelines for highly qualified teachers. Parents /guardians of students attending Title I schools have the right to be informed of their children's teachers' educational background, including completion of State requirements for licensure, and also information about the qualifications of paraprofessionals working with their children. This information is available at the office of the Superintendent of Schools.
- B. The Revere Public Schools will notify parents in Title I schools when their child is taught for four or more weeks by a teacher who is not highly qualified.

FIELD TRIPS

Field Trips are an important and integral part of learning. Field trips are always connected to the curriculum and aligned with the Massachusetts Curriculum Frameworks.

FIELD TRIP FORMS

To promote the health and safety of children who participate in field trips, the teacher will use the following form. Field trip permission forms must be returned to the classroom teacher in a timely manner so that the school nurse has enough time to properly review all health and medical concerns. Permission slips not returned by the requested date may result in non-participation in the planned field trip.

FUND RAISING

There are to be no door-to-door fund raising activities operated by the Revere Public Schools. None of our school children are to be taking part in so-called "canning" or door-to-door canvassing to sell products or sell items in school associated with fundraising through outside organizations.

HEALTH EDUCATION/HEALTH SERVICES

Comprehensive Health Education

In the spring, the 5th and 6th grade students are offered lessons about puberty and HIV/AIDS. Before these lessons are offered, a letter will be sent home to parents/guardians describing in detail what will be taught, and parents/guardians will be offered a workshop to preview the video and materials that will be used with the students. Any parent/guardian who does NOT want their child to attend the lessons needs only to sign the letter and return it to school; or, if you wish, you may send a letter to your building principal at any time requesting exemption. No student who is exempted will be penalized; an alternative assignment will be given. Our goal is to work with parents/guardians to promote the health of all Revere's children.

- **Surveys**

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

- **Respect Core** –The Respect Core is an initiative at each elementary school to create a healthy, respectful school climate free of bullying, harassment, and violence. School and classroom rules are based on three guidelines: Respect Yourself, Respect Each Other, and Respect This School. Students are taught about respectful behavior and are recognized and welcomed as part of the Respect Core when they act in respectful ways. Please join us by asking your child about the Respect Core and encouraging him/her to act with respect. Please also reward respectful behaviors at home.
- **Equity Coordinators** – Each school has an equity coordinator, a teacher who has received additional training in equity issues involving race, ethnicity, gender, gender identity, ability/disability, sexual orientation, and sexual harassment. The equity coordinator works with administrators, teachers, and students to address issues and to create an accepting school climate.

A Health Room is located in each school and is staffed by a school nurse.

When to Keep Your Sick Child Home from School*

While it is important for children to be in school, there are times when a child is sick and needs to stay home both for his/her health and for the health of classmates. As a general guideline, please keep your child home if

Your child has a fever....Your child has not been fever free for 24 hours without medication

Your child is not well enough to participate in class

You think your child may be contagious to other children (for example, persistent coughing, runny nose and sneezing, vomiting, diarrhea etc.)

If you have specific questions, please check with your child's primary care provider or with the school nurse. (*adapted from The American Academy of Pediatrics, Caring for Your School-Age Child: Ages 5-12)

Dismissals for Illness

When a child is sent to the nurse's office, a nursing assessment will be made. If the school nurse determines that your child should be dismissed due to illness or injury, you will be contacted. Dismissal will be allowed only if we are able to contact a parent/guardian/emergency contact who must report to the school to pick up the student. Students are not permitted to walk home.

Any student who is not in attendance three or more consecutive days must bring a note and report to the school nurse before returning to his/her classroom. Certain illnesses, such as a rash, require a physician's clearance before a student may return to school. Please contact your school nurse if you have any questions.

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

Medications

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

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

- a. medications must be in a pharmaceutical container properly labeled with the student's name, the name of the medication, dosage, and the times the medication should be given.
- b. medications must be accompanied by written orders from the physician
- c. medications must be accompanied by written permission from the parent/guardian requesting that approved school personnel comply with the physician's orders.

Forms are available in the nurse's office.

Please make the nurse aware of medications taken by your child outside of the school day so she can be on the lookout for side effects. Also, please be sure to update the nurse about the development of allergies or any other changes in your child's medical condition during the year. In certain situations, students may be able to possess and self-administer medication, in accordance with 71 M.G.L. Section 54B. Procedures must follow state laws; please contact your school nurse for more information.

REMEMBER TO UPDATE EMERGENCY CARDS IF CHANGES OCCUR.

Physicals

A periodic physical examination is important for all children and adolescents. The goal is to understand and follow up on health conditions, which may adversely affect a student's well-being and ability to learn.

State law requires physical examinations of schoolchildren within six months before entry into school, or during the first year after entrance, and at intervals of every three to four years.
If a student does not have a primary care provider, please contact the school nurse.

Screenings

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

- Vision screening --K, 1, 2, 3, 4, 5, 7, 10
- Hearing screening --K, 1, 2, 3, 7, 10
- Postural screening-- 5, 6, 7, 8, 9
- BMI screening – 1, 4, 7, 10
- SBRIT screening -- 7, 10

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

If your child is in a grade that is not being screened and you want the screening done, please contact your school nurse. Parents/Guardians who wish their own physician to perform the vision, hearing, or postural screenings must submit a written statement to the school nurse at the beginning of the school year (by September 15th). Documentation of these results MUST be submitted to the school nurse prior to May 31st for inclusion in the child's medical record.

Wellness Policy

Snacks: We recommend that you send your child to school with a healthy snack such as fruit, cut-up vegetables, or crackers. No nuts or peanut butter may be eaten in any classroom.

Parties: The Revere Public Schools has a food-free party policy. That means no food is to be brought into the classrooms from outside sources for celebrations/parties. There are other ways to celebrate, including giving the classroom or students a book, pencils, stickers, coupons, etc. Under special circumstances, the principal may waive this policy to allow certain foods from authorized sources.

Injury Procedures

Whenever any pupil becomes injured in school or on school grounds, that pupil should immediately inform the nearest teacher. If an injured pupil is not able to report an accident, the first pupil to learn of the accident should notify the nearest teacher or the office. **NO ONE SHOULD EVER ATTEMPT TO MOVE ANYONE WHO HAS BEEN INJURED.**

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

HIV/AIDS POLICY SUMMARY

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

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

HOMELESS PLEASE CONTACT BUILDING PRINCIPAL FOR REFERRAL TO HOMELESS LIAISON

HOMEWORK AND STUDY HABITS

The purpose of homework is to help students develop good study habits, learn the value of responsibility, provide essential practice or review in needed basic skills, and enrich and extend the school experience. Academic assignments must extend beyond the school day to ensure student success. Parents/Guardians and teachers must work together to provide students with a supportive home/school environment that will nurture lifelong learning. Homework is a significant component of student success. Homework will be corrected and reviewed with students by their classroom teachers.

A successful educational experience for a child is dependent upon the teacher, parent, and child sharing and meeting common goals. For a homework policy to be successful, all participants must understand and accept not only their own, but each other's roles.

1. The role of the teacher is to:

- A. Design homework assignments that are an extension or reinforcement of class work and which are based upon the individual needs of students.
- B. Assure that each assignment is explained and, if appropriate, started in school under the teacher's direction.
- C. Ascertain that assignments are reasonable, yet not of such magnitude as to create negative reactions.
- D. Examine and record each completed homework assignment the day that it is due
- E. Notify parent or guardian of a student's failure to fulfill his/her assignment appropriately.

2. The role of the parent is to:

- A. Provide their child with a suitable environment for study.
- B. Encourage a positive attitude toward homework.
- C. Show interest in their child's assignments and foster independent work habits.
- D. Render praise upon the successful completion of an assignment.
- E. Discuss any questions or concerns relating to homework with the teacher.

3. The role of the student is to:

- A. Make every effort to understand completely the homework assigned before s/he leaves school.
- B. Maintain a notebook to record assignments.
- C. Establish a regular time and place to study that is well-lighted and free from noise and distractions.
- D. Plan his/her time with provision for the unhurried completion of all assignments.
- E. Submit on time a neat, accurate and well-executed assignment.

Time and Frequency Chart

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to stimulate interest on the part of the pupil. The amount of homework considered reasonable varies with the grade of the pupil.

The following time recommendations demonstrate a gradual increase in frequency and time allocations for homework assignments. Our goal is to provide regularity and continuity to homework while maintaining a degree of flexibility.

| <u>GRADE LEVEL</u> | <u>MINIMUM TIME ALLOTTED</u> | <u>FREQUENCY</u> |
|--------------------|------------------------------|---------------------|
| K | 10 – 15 minutes | 4 OR 5 times weekly |
| 1 | 15 – 20 minutes | 4 OR 5 times weekly |
| 2 | 20 – 30 minutes | 4 OR 5 times weekly |
| 3 | 30 – 45 minutes | 4 OR 5 times weekly |
| 4 | 45 – 60 minutes | 4 OR 5 times weekly |
| 5 | 60 – 90 minutes | 4 OR 5 times weekly |

HONOR CODE

Objectives

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

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

Student Credo/Student Expectations

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

Honest and Dishonest Behavior: Definitions and Examples

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

Teachers are responsible for establishing the ground rules of collaboration in an assignment. Collaboration on an assignment may take place only to the extent established by the teacher.

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

Cheating includes but is not limited to:

- copying another student's work with or without his/her permission
- allowing another student to copy your work
- working with another student on an assignment that the teacher has explicitly designated as "independent" work
- submitting a pre-written assignment when the assignment was meant to be composed in class
- submitting work for one class that has already been accepted for credit in another class
- exchanging verbal, physical, or technological signals during a quiz or test
- looking at another student's paper during a quiz or test
- allowing another student to look at your paper during a quiz or test
- revealing test or quiz information to a student or students in another class period with the same teacher or course
- using unauthorized study aids, notes, books, data, portable electronic devices, calculators and/or programs during a test or quiz
- sabotaging the projects or experiments of others; attempting to corrupt someone else's data
- misrepresenting laboratory data
- fabricating non-fiction stories

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

Plagiarism* includes but is not limited to:

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

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

Protocol for Violations of the Academic Honor Code

Level 1: Teacher-Student Conference

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

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

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

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

Level 2: Honor Code Committee Hearing

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

At Level 2, the following steps will take place

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

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

Penalties for Academic Dishonesty

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

The consequences of violating a college honor code can be severe, including removal from the school, and dishonesty in the work place can not only result in the loss of one's job, but in criminal charges. Consequences need to be clear and meaningful, but administered with sensitivity to the student's level of maturity. When a student does behave dishonestly, the

consequences can help him/her to appreciate the gravity of his/her mistakes and to learn from them.

The **minimum** penalty for an Honor Code violation that proceeds to Level 2 will be no credit/zero for the assignment. Depending on the severity of the offense, the range of additional penalties for violations to the Honor Code may include:

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

Throughout this process, every effort will be made to respect the student's privacy. Nonetheless, a record of the violation kept by the appropriate vice-principal (or assistant principal at the middle schools) is essential to the process for these reasons:

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

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

Acknowledgements

We would be remiss if we did not acknowledge and thank the authors of these sources:

Revere Public Schools' "Student Guide for Documenting Sources/Plagiarism Policy"; The Center for Academic Integrity; Kate Kessler, author of "Helping High School Students Understand Academic Integrity"; Ann Lathrop and Kathleen Foss, authors of Student Cheating and Plagiarizing in the Internet Era: A Wake-Up Call; Joseph W. Gauld, author of "Cheating, Honor Codes, and Integrity"; honor codes at Milton High School, Lexington High School, Triton Regional High School, Martha's Vineyard Regional High School, the University of Florida, California State University, Georgia Tech, and Wellesley College.

LOCKERS


While students are provided the use of lockers and other receptacles for storage, these remain the property of the Revere Public Schools. Students are urged to keep their lockers locked at all times. Revere Public Schools will not be responsible for any items lost or stolen on school property.

While students are permitted the use of lockers, those lockers are considered the property of the school. Master keys (or locker combinations) for all lockers are retained by the administration. Students are prohibited from keeping forbidden items such as alcoholic beverages, illegal drugs, weapons, explosives, or fireworks in their lockers. The administration retains the right to inspect all lockers on a periodic basis to ensure compliance with that rule. Moreover, the administration will inspect a student's locker at any time that it has reasonable cause to believe that any of those forbidden items and/or any stolen property are being stored in a locker.

LOST OR STOLEN PROPERTY

The Revere Public Schools will not be responsible for personal items lost or stolen on school property.

MEET THE TEACHER NIGHT

Meet the teacher night for elementary school students, K-5, will be held  during the month of September. Photo identification will be required.

MOVING/RESIDENCY SEE POLICIES

You must contact the school office in each school where you have a child attending one week prior to your move date. Under State law a student must actually reside in Revere in order to attend the Revere Public Schools. A student found not residing in Revere may be subject to removal from the Revere Public Schools or other measures authorized by law.

NON-NEIGHBORHOOD SCHOOL PLACEMENT

- A. Parents may request permission for their child/children to attend a school other than their neighborhood school. A request for *Non-Neighborhood Placement Form* (available at any school or at the
- B. Superintendent's office) must be completed. The neighborhood principal along with the choice school principal must approve and sign the form. After submission to the superintendent, a final decision will be made.
- C. There is no guarantee that every request to attend a non-neighborhood school will be granted.
- D. Requests will be reviewed annually. It is understood that changes in enrollment may result in the student being transferred back to his/her neighborhood school.
- E. Any violation of the rules and regulations of the Revere Public Schools PreK-6 Handbook may result in the transfer of any out of district student back to his/her neighborhood school.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) SEE POLICIES

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

PARENT PORTAL – See ATTENDANCE, Section A

PARENT - TEACHER CONFERENCES

Conferences with your child's teacher are encouraged. Whenever you want to confer with him/her, please send a note to the teacher two days in advance.

PHOTOGRAPHS/PRESS RELEASES/VIDEO-TAPING

From time to time students will be videotaped by the school for an educational or cable TV show, or will be photographed or their names will be used by the school in an article for the newspaper, newsletter, award ceremonies, bulletin boards, web pages, classroom memory books, and other related purposes. If you do **NOT** wish your child to be videotaped or photographed by the school or to have his/her name used, please send a letter indicating this to your school principal for each school year that the child is enrolled.

PHYSICAL RESTRAINT

- A. Physical restraint will be used by staff only in emergency situations, and only after other less intrusive alternatives (i.e., directing the student verbally, escorting the student by the hand) have been unsuccessful.
- B. Physical restraint will be used only to protect the student and/or others in the school's community from immediate, serious physical harm.
- C. The full policy is available in appendix.

SCHOOL CLOSING TIME

At dismissal time, all pre-school, kindergarten, and first grade pupils must be picked up by their parent(s) or the parent's designee.

If, at school closing time, a pupil returns to his/her school because the parent has not met him/her, the school, using emergency telephone numbers given, will try to make contact. If the school is unable to contact anyone, the superintendent's office will be notified and the police will be called to take the child.

SCHOOL CROSSING GUARD HOURS

| | | |
|-------------|-------------|-------------|
| Beachmont | 7:30 – 8:45 | 2:15 – 3:00 |
| Garfield | 7:15 – 8:40 | 2:30 – 3:00 |
| Lincoln | 7:55 – 8:55 | 2:25 – 3:25 |
| Hill | 7:45 – 8:45 | 2:15 – 3:15 |
| Paul Revere | 7:30 – 8:55 | 2:15 – 3:15 |
| Whelan | 7:15 – 8:15 | 3:45 – 4:15 |

SMOKING

The Education Reform Act of 1993 explicitly prohibits the use of tobacco or tobacco products in schools, on school grounds, on school buses, or at all school functions anywhere. This law applies to smoking by students, faculty, staff, parents/guardians, and visitors. Smoking includes, but is not limited to, the use of cigarettes, cigars, electronic smoking devices, hookah, and vapor smoking devices or in the presence of the use of these items.

SOCIAL PROBATION

Any serious offense, such as violation of the drug and alcohol policy, disciplinary accumulation, or other cause for concern may result in social probation. If a student is suspended, s/he will be placed on a social probation for a period of time to be determined by the assistant principal, principal, or superintendent. Social probation is defined as follows:

- The student loses the privilege of participating in after-school activities, including athletics.
- The student may not attend school functions, including those open to the public.
- The student must leave the school property immediately at the end of his/her last period class unless s/he has administrative permission to remain for extra help or make-up work.
- Student leaders must vacate their office during the term of their social probation.

SPECIAL EDUCATION

a. Building Based Support Team (BBST)

A Building Based Support Team (mandated pre-referral part of both federal and state special education regulations) is in place in each school. The team is composed of faculty members of different grade levels and disciplines. Teachers are required to present case studies of students with academic and/or behavioral concerns to the team for recommendations and suggested strategies before a special education evaluation is requested.

b. Special Needs Transportation Policy

The purpose of transporting children to school is to assure that they arrive at school safely and on time. The responsibility of meeting this goal belongs to the school, the transportation company, the parent, and the student.

One of the most frequent causes of delays and danger is the misbehavior of students who refuse to obey school bus safety rules. It is the responsibility of the parent and the school to make sure that students understand the rules of behavior on the bus and the consequences of misbehavior and disobedience.

Among these safety rules are:

- Students must be ready for school when the bus arrives.
- Parents/Guardians must be available to receive their child at the end of the school day.
- Students must remain seated while the bus is in motion.
- Students must keep hands and arms inside the bus and away from windows.
- Nothing is to be thrown inside or outside the bus.
- The aisles must be clear at all times.
- Students must obey all instructions from the driver/bus monitor.
- Students will not damage or mark up any part of the bus.
- There is to be absolutely no smoking, drinking, eating, shouting, swearing, hitting fighting on the bus.
- Upon arrival at destination, students must wait for the bus to come to a full stop before leaving the bus and then file in a single line without pushing.
- The bus driver will determine and record if and when a student's behavior on the bus is dangerous and will file an incident report with the principal.

To ensure the safety of all children (with consideration of the severity of each infraction), the following disciplinary actions may be taken:

- | | |
|--------------------|---|
| 1. First Offense: | The student will be warned and the parent notified. |
| 2. Second Offense: | Parents/Guardians will be notified and student may be suspended from transportation at the discretion of the principal. |
| 3. Third Offense: | Student will be suspended from transportation for three days. Parents/Guardians will be responsible for getting student to and from school. |
| 4. Fourth Offense: | A meeting will be convened to determine other appropriate actions, such as indefinite period of suspension from transportation. In such cases, the parent will be responsible for getting the student to and from school. |

Please read these rules of bus safety and the disciplinary policy with your child to be sure that s/he understands them.

Rules Pertaining to Transportation of Portal-to-Portal Pupils

While the law, under certain conditions, requires the school district to furnish transportation, it does not relieve parents/guardians of students from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus ---- and only at that time ---- does s/he become the responsibility of the school district. Such responsibility ends when the student is dropped off at his/her home at the conclusion of the school day where the child must be met by a parent/guardian.

No student will be released from custody until the bus driver has observed that the parent/guardian has met the student.

If the student is not met by a parent/guardian in front of his/her home, the driver must observe the following:

- Have the student reenter the bus and complete his/her route.
- After completion of the route, return to the student's home.
- If student is still not met by his/her parent/guardian, the driver is to return the student to his/her principal or to the bus company office if the school is closed.
- The principal will call the student's parent/guardian and ask him/her to come to school to pick up the student or to provide for the student's transportation. If there is no answer at the student's home, the principal will notify the police and the superintendent of schools. The transportation of pupils is a privilege; failure to meet the child will result in the loss of bus transportation privileges.
- It is imperative that parent/guardians provide school officials with current up-to-date telephone numbers where they may be reached in case of emergency.

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

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

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

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

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

Inspection of Record: A parent, or a student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student as soon as practicable and within ten days after the request, unless the parent or student consents to a delay. The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

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

Non-Custodial Parents:

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

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

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

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

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

(d) Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the

non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school will delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial

parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

Amendment of Record: The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have a right to request that information in the record be amended or deleted except for information which was inserted by an Evaluation team. Information that is inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan. If the parent or eligible student believes that adding information is not sufficient to explain, clarify, or correct objectionable material in the student record, the parent or eligible student must present their objection in writing and or have the right to have a conference with the principal or his/her designee to make objections known. Within a week, the principal or his/her designee must, after the conference or receipt of the objection, render a decision in writing to the parent or eligible student. The decision must state the reason(s) for the decision. If the decision is favorable to the parent or eligible student, the principal or his/her designee must promptly take steps to put the decision into effect. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to the Superintendent of Schools.

Destruction of Student Records: The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system. During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record. The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

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

Transferring Students:

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

Directory Information:

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

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

TARDINESS

See Attendance.

TESTING PROGRAM

The Revere Public Schools is committed to ensuring that each child is able to perform all the skills at each of the designated grade levels. In order to evaluate each child, the classroom teacher employs a variety of evaluative techniques on a daily or weekly basis. The Revere Public Schools performs annual assessments in grades K through 10.

Please be sure that your child receives adequate rest and a nutritious breakfast. **Please make every effort to assure that your child attends school during this testing period and arrives on time for school each and every day.**

Spring 2022 MCAS Tests for Elementary and Middle Schools

| Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests) | |
|--|---|
| ELA test sessions | March 28–Apr 29 (Note that ELA will be administered earlier than Mathematics and STE.) |
| Mathematics test sessions | April 25–May 27 |
| STE test sessions | April 26–May 27 |

TEXTBOOKS

All basic texts and library books are lent to the students for their use during the school year. All textbooks are numbered. Textbooks are to be kept clean, covered and handled carefully. **Students must pay the price for any books lost or damaged. Textbooks are expensive and range from \$25 to \$75 each. The average price for your child's total books is \$300.00.** A check or money order payable to the Revere Public Schools for the replacement cost of book(s) is required if a book is lost or damaged.

TRAFFIC

To ensure the safety of all pupils, motorists are urged to practice good driving habits and exercise extreme caution when they transport pupils to and from school.

Please observe the “ONE WAY” and “DO NOT ENTER” signs. It is expected that all vehicles on school in and around school property adhere to the school’s pick up/ drop off policies.

The police department has been alerted to issue traffic violations when and if necessary. Students must continue to cross only at the crosswalks and walk within the white lines.

Students are **not** to cross streets between parked cars. Please see school crossing guard hours on page 16.

TRANSPORTATION SERVICES RULES AND REGULATIONS (go right in school from bus)

With an eye to safety, children are not allowed to ride/bring, skateboards, scooters,

Skids(sneakers with retractable roller wheels), and rollerblades to school. *The Revere Public Schools will not be responsible for any stolen bicycles.*

The major objectives which govern school transportation are to:

1. furnish transportation to those pupils whose health or distance from school make this service essential.
2. provide the safest possible school bus transportation.
3. operate our transportation system as efficiently and economically as possible.
4. meet the requirements of the full educational program.

The Revere Public Schools is primarily concerned with providing the safest kind of school bus operation possible. Next in importance to the safety of the pupils is efficiency in service and punctuality during operation. Therefore, in order to properly carry out the policies, everyone must cooperate: the bus contractor, the school administrators, the drivers, the parent/guardians, and the students.

In addition to state statutes governing school bus operation, those of the Department of Public Utilities, and the Massachusetts Department of Motor Vehicles, the Revere Public Schools have set up operational rules and regulations. All parties concerned should be familiar with these rules and regulations. The superintendent of schools is responsible for execution of the transportation policy and regulations adopted to implement that policy.

Exceptions to the above policy may be made by the School Committee when it deems this action in the best interest of the students and the City.

BUS CONDUCT: The Revere Public Schools and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing regulations of student conduct on buses will rest with the school administration. Video cameras will be used to monitor student conduct on the bus.

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

Only regularly scheduled bus students may ride the school buses.

Loading and Unloading at Bus Stop

1. Be at the bus stop on time but not too early. Bus drivers will not wait.
2. If you must cross a heavily traveled street or road to get to the bus stop on the opposite side, wait until the bus arrives and let the driver escort you across.
3. STAND IN LINE in orderly fashion while you are waiting at the bus stop.
4. Do not trespass on private property.
5. Enter or leave the bus at regular stops only.
6. Behave in an orderly manner and respect both public and private property.
7. Follow the instructions and directions of the driver when you enter or leave the bus.
8. Enter and leave the bus in an orderly and quiet fashion.

Bus Conduct

1. Pupils must have a bus permit issued by the school in order to ride the bus.
2. OBEY THE BUS DRIVER, who is responsible for the safety of passengers.
3. DO NOT DISTURB THE BUS DRIVER WHILE S/HE IS DRIVING.
 - a. Stay in your seat and do not change seats.
 - b. Sit down while the bus is in motion.
 - c. Keep voices low---no shouting or whistling.

- d. No “rough-housing”: pushing, fighting, throwing things, etc.
4. DO NOT OPEN OR CLOSE THE WINDOWS of the bus without the driver’s permission.
 5. Keep all parts of the body inside the bus.
 6. The following disturbances are prohibited:
 - Whistling, shouting, using profanity and obscene language
 - Pushing or wrestling
 - Annoying other passengers or disturbing their possessions
 - Talking to the driver
 - Throwing objects within the bus or out of windows
 - Climbing over seats
 - Opening or closing windows
 - Leaning out the windows
 - Littering the bus
 - Smoking

Parents/Guardians and students are responsible for proper conduct from home to the bus stop, at the bus stop, and from the bus stop to home.

Violation of the above rules may result in SUSPENSION of bus-riding privileges. Drivers have been instructed to turn in names of violators to the school office. Parents/Guardians will be notified of violations.

Two reported violations may result in up to a two-week suspension of bus-riding privileges. The official notice of suspension will be sent home by the school administration.

A child who commits any act on the school bus that infringes upon the safety and/or well-being of any other rider(s) will be subject to the loss of bus privileges for the remainder of the school year. Chronic violations will result in total suspension of bus-riding privileges and parents/guardians will be responsible for transportation.

Parents/Guardians will be held responsible for any defacing or damaging of the bus.

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

VISITORS

All visitors MUST enter by the front/main door only, present photo identification, report to the office/lobby to sign in, and state the reason for the school visit. A visitor’s badge will be issued upon clearance from authorized school personnel. Before exiting the building, all badges must be returned and all visitors must sign out. Anyone failing to follow the established security protocol will be considered trespassing and appropriate actions will be taken.

WEB SITE

Please visit us on the Internet. Our web site address is www.reverek12.org

APPENDIX

Revere Public Schools

Bullying Prevention and Intervention Plan

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

Priority Statement

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

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

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

Bullying, Cyberbullying, and Retaliation is prohibited:

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

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

(See definition listed in Appendix A)

Procedures for Reporting

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

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

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

Investigation of Complaint

Before fully investigating the allegations of bullying, cyberbullying and/or retaliation, the principal or assistant/vice principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

At the start of an investigation, the principal or assistant/vice principal will fill out an **incident report form**. During the investigation, the principal or assistant/vice principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or assistant/vice principal will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

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

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

It will be the responsibility of school principal or assistant/vice principal to contact the parent or guardian of the target and of the aggressor in a timely fashion by the end of the day on which the incident was reported.

All incidents will be recorded as a discipline log in Power School regardless of the age of student.

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

Notice to Another School or District

If the reported incident involves students from more than one school, school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or assistant/vice principal first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations.

Notice to Law Enforcement

At any point after receiving a report of bullying, cyberbullying, and/or retaliation, including after an investigation, if the principal or assistant/vice principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or assistant/vice principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or assistant/vice principal shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal or assistant/vice principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable RPS policies and procedures, consult with the school resource officer, if any, and other individuals that the principal deems appropriate.

Responses to Bullying

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

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

(Upon the determination that bullying, cyberbullying, and/or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).)

Taking Disciplinary Action

If the principal or assistant/vice principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or assistant/vice principal, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the RPS code of conduct. If the principal or assistant/vice principal determines that a student knowingly made a false allegation of bullying, cyberbullying and/or retaliation, that student may be subject to disciplinary action.

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

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

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

Promoting Safety for Target and Others

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

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or assistant/vice principal will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or assistant/vice principal will work with appropriate RPS staff and further disciplinary action may be taken.

Professional Development for Revere Public Schools Staff

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

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

- annual training for all RPS staff on the Bullying Prevention and Intervention Plan;
- developmentally appropriate strategies to prevent bullying incidents;
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying, and Internet safety issues as they relate to cyberbullying;
- development of outreach networks to inform and work with parents and community members.

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

District-Wide Anti-Bullying Curriculum

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

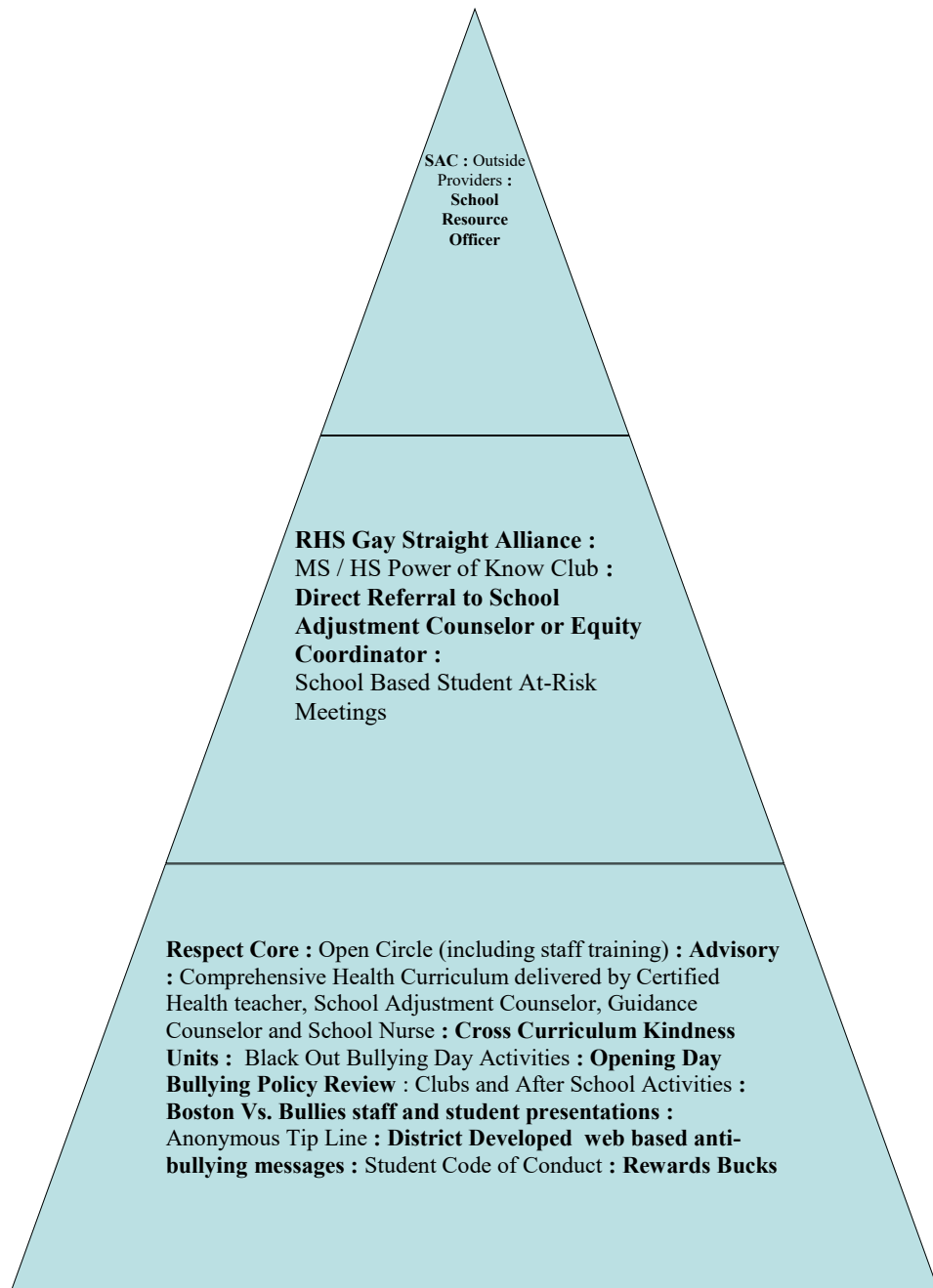
- Using scripts and role play to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaging in bullying or retaliation behaviors;
- Emphasizing cyber safety;
- Enhancing students' skills for engaging in healthy and respectful relationships;
-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

Parent Education and Resources

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

Revere Public Schools Anti-Bullying Tiered Support

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



APPENDIX A

Definition of Terms

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

Bullying is the repeated use by one or more students or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying. (M.G. L. c. 71, 370)

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. (M.G.L. c. 71, 370)

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. (M.G.L. c. 71, 370)

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

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. (M.G.L. c. 71, 370)

Appendix B

BULLYING PREVENTION AND INTERVENTION PLAN

INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

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

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

3. Check whether you are a: _____ Student _____ Staff member

_____ Other (_____) _____ Parent _____ Administrator

4. If student, state your school: _____ Grade: _____

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

6. Information about the Incident:

• Name of Target (of behavior): _____

• Name of Aggressor (s) (Person who engaged in the behavior): _____

• Date(s) of Incident(s): _____

• Time When Incident(s) Occurred: _____

• Location of Incident(s) (Be as specific as possible): _____

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

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

9. Signature of Person Filing this Report: _____ Date: _____

10. Form Given to: _____ Position: _____ Date: _____

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INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

□ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

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

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

*Any previous incidents with findings of BULLYING, CYBERBULLYING, AND/OR RETALIATION? ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

[illegible]

Conclusions from the investigation

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

☐ Bullying ☐ Cyberbullying ☐ Retaliation ☐ Discipline referral only

2. Contacts:

- ☐ Target's parent/guardian Date: _____
- ☐ Aggressor's parent/guardian Date: _____
- ☐ Law Enforcement Date: _____

3. Action Taken:

- ☐ Loss of Privileges ☐ Detention ☐ In-House Suspension ☐ Suspension
- ☐ Criminal Complaint ☐ Other _____

4. Describe Safety Planning:

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

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

Signature: _____ **Date:** _____

REVERE PUBLIC SCHOOLS

ALCOHOL/DRUG-FREE SCHOOLS POLICY

The Revere Public Schools strives to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity cannot and will not be condoned.

A student violates this policy if s/he possesses, uses, delivers, buys or sells alcohol, alcohol/drug paraphernalia or any controlled substance in any place or vehicle under school jurisdiction and/or at any school sponsored activity regardless of location. In addition, any student found in the presence of someone violating this policy who does not take action to remove themselves and/or bring the matter to the attention of a school staff member violates the school's alcohol and other drug policy. Student athletes are also subject to the MIAA Chemical Health Policy.

The Revere Police Department (and the DARE Officer) will be notified in all cases of actual possession, sale, and distribution of alcohol or other drugs. The principal* must turn over all drugs or contraband to the police before the close of the school day, and a receipt should be obtained.

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

**FIRST OFFENSE: Suspicion/Use, Possession, Being under the
Influence, or Being in Presence of Someone
Using or Possessing Alcohol or Other Drugs**

1. A suspension from school. The principal may use an in-house suspension or an external temporary suspension.
2. The parents/guardians of the student will be required to attend a meeting with the principal to discuss the offense and consequences. They will also receive written notification (in their native language) of the school's policy for second offenses of the alcohol and drug policy.
3. The student may be placed on Social Probation** for a period of time to be determined by the principal.
4. Possession may result in long-term suspension or expulsion in accordance with the provisions of the Education Reform Law of 1993.

* In this document, "principal" means "principal or his or her designee."

** In this document, "Social Probation" means the loss of privileges to participate in after school activities and school functions for a specified period of time.

**SECOND OFFENSE: Suspicion/Use, Possession, Being Under the
Influence, or Being in Presence of Someone or
Using or Possessing Alcohol or Other Drugs**

OR

FIRST OFFENSE: Selling or Distributing Alcohol or Other Drugs

1. External long-term suspension.
2. The student will be placed on Social Probation for a period of time to be determined by the principal.
3. Possession may result in long-term suspension or expulsion in accordance with the provisions of the Education Reform Law of 1993.
4. Selling or distributing alcohol or other drugs is a very serious offense requiring a serious consideration of expulsion in accordance with the provisions of the Education Reform Law of 1993.

SUBSEQUENT OFFENSES

Students found to have violated the school's alcohol and drug policy beyond the above limits will be considered for expulsion.

ADDITIONAL CONSEQUENCES

At the discretion of the principal, other consequences beyond those listed above may be recommended:

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

Safe and Drug Free Schools Policy

The community at large, parents, staff, and students all deserve to know that they are in a safe and healthy environment. The Revere Public Schools is committed to providing students and their families with comprehensive education, support and resources around issues of substance abuse, prevention and recovery services. The school department has partnered with city and community organizations to join their Substance Abuse Task Force which supports students and their families in this area. To that end, the Revere Public Schools embraces initiatives to increase awareness and provide maximum safety in schools and at school events. In order to provide a safe and healthy work and learning environment, the Safe and Drug Free Schools Policies will be amended to embrace the following components.

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

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

Participation Policy for Home Schooled Students in Revere Public Schools

The Revere Public Schools is not responsible for Home Schooling. Please refer to the Massachusetts Department of Education for policies regarding home schooling.

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

Home-schooled students living in Revere, at the sole discretion of the superintendent, may be allowed to participate in some clubs, organizations, or extra-curricular activities, if their participation is deemed appropriate by the superintendent whose decision will be final.

REVERE PUBLIC SCHOOLS SYSTEM ANTI-HARASSMENT POLICY

I. General Statement of Policy

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

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

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

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

II. Definition of Types of Harassment and Examples

A. General Definition of Harassment

"Harassment" is defined as conduct that:

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

B. Bullying

1. *Definition*

Bullying is defined as the act of one or more individuals deliberately and repeatedly humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

2. *Examples*

- Teasing that humiliates or hurts another
- Intimidation, either physical or psychological
- Threats of any kind, stated or implied
- Assaults on students, including those that are verbal, physical, psychological, or emotional
- Attacks on students' belongings

C. Sexual Harassment

1. *Definition*

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and/or other verbal conduct or communications of a sexual nature.

Sexual harassment can occur adult to student, student to adult, adult-to-adult, student-to-student, male to female, female to male, female to female, and/or male to male. Sexual harassment can be based on gender, gender identity, or sexual orientation.

2. *Examples*

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

D. Teen dating violence

1. *Definition*

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

2. *Examples*

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

Verbal/Nonverbal/Written:

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

Physical:

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

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

1. *Definition*

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

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

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

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

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

- Comments on a manner of speaking or proficiency with the English language
- Negative comments regarding surnames, customs, and/or language
- Graffiti containing offensive language which is derogatory to others because of their national origin, ethnicity, or religion
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving national origin or religion
- Threatening or intimidating conduct directed at another because of the other's national origin, ethnicity, or religion
- Jokes or rumors based upon an individual's national origin, ethnicity, or religion
- Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of specific ethnic or religious groups
- Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion

4. *Examples of harassment based on disability*

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

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

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

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

III. Procedures for Reporting and Investigating Complaints

A. Reporting Complaints

Any member of the school community who believes that s/he has been the victim of harassment (as defined above) by an administrator, teacher, pupil, visitor, or other personnel of the Revere Public Schools, or who has knowledge of any of the above, must report the alleged acts as soon as possible.

A harassment complaint may be made to the principal, equity coordinator, or any other school personnel with whom the complainant feels comfortable. The equity coordinator is a member of the faculty from each Revere Public School who has received additional training to deal with issues of harassment. Each building principal shall provide the name of the equity coordinator, when such information is requested. If the report is made to someone other than the principal, it becomes the responsibility of that person to report the complaint to the principal in writing using the forms that are available in every principal's office or in the Office of the Superintendent of Schools.

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

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

Within five (5) working days, the principal will forward all formal complaints to the Title IX/Chapter 622 Coordinator and, if warranted, the superintendent of schools.

B. Investigation

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

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

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

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

This procedure does not limit an individual's ability to file a formal complaint with the Massachusetts Department of Elementary & Secondary Education, 75 Pleasant Street, Malden, MA 02148 (781) 338-3300, or with the United States Office for Civil Rights, John W. McCormack Post Office & Courthouse, Boston, MA 02109, (617) 223-9669,

or within six (6) months, with the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Rm. 601, Boston, MA 02108, (617) 727-3990.

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

C. Confidentiality

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

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

IV. **Provision against retaliation**

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

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

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

V. **Dissemination of policy**

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

REVERE PUBLIC SCHOOLS

Procedures for Reporting Child Abuse/Neglect

I. Definitions

A. Mandated Reporter

As professionals in contact with children and their families, we have a responsibility to help the Department of Children and Families become aware of children who may be abused or neglected.

All professional school staff are mandated by state law to report any suspicion of child abuse or neglect if, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 is suffering physical or emotional injury as a result of abuse or neglect by a caretaker. It is not necessary to provide proof of abuse or neglect. Any mandated reporters who fail to make a required report can be penalized by a fine of up to one thousand dollars. As mandated reporters, you are protected by law from being sued for reporting suspected abuse or neglect.

B. Caretakers

A “caretaker” includes a child’s parent, step-parent, guardian, any other household member entrusted with the responsibility for a child’s health and welfare; and any other person entrusted with the responsibility for a child’s health and welfare, whether in the child’s home, a relative or friend’s home, school setting, day-care setting, including babysitting, foster home, group care facility, or any other comparable residential setting.

C. Abuse/Neglect

1. *Abuse* includes: Non-accidental commission of any act by a caretaker which causes or creates a substantial risk or harm or threat of harm to a child’s well-being; and the commission of a sex offense against a child.
2. *Neglect* includes: Failure by caretaker, either deliberately or through negligence, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care,
3. supervision or other essential care; and physical dependence of a child upon an addictive drug at birth.
4. *Serious Physical Injury* includes: Any non-trivial injury, death, malnutrition and failure to thrive.
5. *Serious Emotional Injury* means an extreme emotional condition such as severe state of anxiety, depression, or withdrawal.

II. Reporting Procedures

1. When a school staff member suspects child abuse or neglect, based on observation or information received, s/he will inform and discuss suspicion with the building principal to determine whether a report should be made. In cases of physical evidence or abuse and/or neglect, the school nurse will be asked to examine and document physical evidence.

2. If the decision is made to report the suspicion, the building principal will direct the school nurse to make an oral and written report to the Department of Children and Families within 24 hours.

DCF area office telephone number (9:00 am – 5:00 pm) 617-889-3820
(Ask for Screening Unit)

DCF 24-hour Child-at-Risk Hotline (After 5:00 pm)
1-800-792-5200

3. It is recommended that the building principal or designee inform the family that a referral to DCF is being made to help the family, unless informing the family would increase the risk to the child.
4. Upon completion of DCF investigation, a written report will be sent to the person filing the initial report.
5. All records concerning reports of suspected abuse or neglect are held and kept in confidence at the office of the building principal or designee.
5. The principal will assist any staff member in discussing the circumstances of the suspected child abuse or neglect and in deciding if a reportable situation exists.



Revere Public Schools Technology Department

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

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

I understand that:

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

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

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

ACCEPTABLE USE POLICY FOR THE REVERE PUBLIC SCHOOLS TECHNOLOGY NETWORK Continued

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

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

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

I. PERSONAL RESPONSIBILITY

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

II. ACCEPTABLE USES

A. Acceptable/Educational Uses

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

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

B. Unacceptable Uses of Network

The following uses are considered unacceptable:

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

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

The Revere Public Schools assumes no responsibility for:

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

C. Netiquette

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

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

III. INTERNET SAFETY

A. Individual Responsibility

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

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

B. Personal Safety

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

C. Confidentiality of Student Information

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

D. Active Restrictive Measures

RPS, either by itself or in combination with the Internet Service Provider (ISP), utilizes filtering or blocking software or other monitoring technologies to prevent students from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Although filtering software and monitoring efforts are designed to make

the Internet an educational and safe experience, they cannot completely eliminate the risk that students will be able to access inappropriate material.

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

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion.
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals.
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

CIPA (Children's Internet Protection Act) mandates that filtration be in place.

IV. VIOLATIONS OF THE POLICY

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

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

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

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

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

V. WARRANTIES/INDEMNIFICATION

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

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

VI. UPDATES

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

VII. PUBLISHING ON THE INTERNET

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

A. Revere's Website

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

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

B. Publishing Guidelines

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

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

C. Safety Procedures for Publishing on the Internet

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

VIII. ELECTRONIC COMMUNICATIONS

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

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

Revere Public Schools - Elementary School Technology Use Expectations

The RPS technology devices are provided to enhance and promote learning experiences. **Just like any other tool, your device needs to be respected, cared for and used appropriately.**

Students are required to follow the RPS Acceptable Use Policy and follow the expectations listed below.

As a student at an Elementary School in Revere, I understand and agree to the following:

Device Use:

1. I will ONLY log into a device using my own school-issued username/password.
2. I will only access websites/apps or other media that my teacher has specifically directed me to use. I understand that I am not permitted to be on a website/app without my teacher's direction.
3. I will NOT search for content that is inappropriate for school.
4. I understand that I am the only authorized user of the device assigned to me. I should never touch, share or swap another device without my teacher's direction.
5. I will NOT download audio or video (for example, from iTunes) unless directed by a teacher for an educational purpose.
6. I will NOT message other students unless directed by a teacher for an educational purpose.
7. I understand that game playing, listening to music, and watching videos is not allowed during school hours unless it is directly related to a school assignment or activity and directed by a teacher.

Device Care:

1. When transporting my device, I will close it and hold it with two hands.
2. I will return my device to its charging station after use and ensure that I plug it into the charging station.
3. I will NOT mark the device in any way with markers, stickers, etc.
4. I will protect my device from liquid, food, erasers, gum, etc. I will never eat or drink while using my device, or use it near others who are eating or drinking.
5. I understand that my device should be used on a flat stable surface (never on the floor or on my lap).

Safety:

1. I will not share my password with others.
2. I will notify the teacher if I find anything inappropriate or see others using their devices inappropriately.
3. I understand that everything that is done on my device can be seen by my teacher or principal.

If I do not use my device responsibly, I understand that my device may be taken away and I may receive other consequences including suspension and/or my device being taken away for the rest of the year.

| | |
|--|---|
| Student Name: _____ Date _____ | Parent/Guardian Signature: _____ Date _____ |
|--|---|

Google Apps for Education Account

Revere Public Schools has been enrolled in the Google Apps for Education program for several years. This program provides students with a host of applications to use in conjunction with their curricula. Some of these applications are word processors, spreadsheets, and presentation software among many others. In addition, GAFE also provides unlimited cloud storage for students for their entire academic career at RPS. There is also an email component whereby students will be able to collaborate with their peers and communicate with their teachers.

I understand that my student will be using school issued email. This email account allows students to communicate with peers and teachers as well as anyone with an email account throughout the world. RPS archives all student email and will periodically review content to be sure it adheres to RPS's policies of acceptable use. If you do not wish for your child to have a Google Apps for Education Account, please notify your child's principal in writing.



Revere Public Schools Residency Policy

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

RESIDENCY POLICY

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

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

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

I. Procedures for Determining Residency

A. Pre-Enrollment Verification of Residency

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

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

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

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

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

B. Post-Enrollment Verification And Enforcement

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

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

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

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

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

If non-residency is established, the principal or his/her designee will inform the parent/guardian of the finding as soon as possible but in no event later than two (2) school days after the principal was notified of the determination. The principal/designee will first attempt to reach the parent/guardian by telephone. If the parent/guardian cannot be contacted by telephone, the emergency contact list will be used for notification. The principal/designee will also notify the parent/guardian in writing at the parent/guardian's stated address or at such other address as the parent/guardian requests. The written notice will state that a determination of non-residency has been made and will provide the effective date for the termination of enrollment. (Termination of enrollment shall not be less than five (5) school days from the date of the written notice, unless there are fewer than five (5) school days remaining in the

school year.) The notice shall include a statement that the Revere Public Schools do not discriminate on the basis of race, color or national origin. Finally, the notice shall describe the following appeal procedure.

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

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

C. Potential Waiver When Residency is in Transition

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

1. Moving
Students already enrolled in the RPS who move out of the City on or after April 15th of a given school year may be permitted to complete that school year at RPS if a written request is made to the Superintendent by the parent/guardian.
2. Pending Purchase of Dwelling
The children of families who have a signed and accepted Purchase and Sale Agreement to purchase and reside in a dwelling in the City of Revere may be enrolled up to thirty (30) calendar days in advance of the time actual physical residence occurs. If actual residence occurs later than 30 days after enrollment, students may be asked to leave the schools until actual residence occurs.
3. Construction of New Dwelling
Children of families who are building a primary residence in the City of Revere may enroll in the RPS at the beginning of the school year if the family has obtained a Certificate of Occupancy from the City.
4. Nothing herein shall be construed to conflict with State or Federal law.

D. Notification

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

Revere Public Schools Residency Affidavit

I/we, the parent(s), or legal guardian(s) of _____, hereby certify as follows:
(Print student's full name)

1. *I/we* wish to enroll the above named student in the Revere Public Schools. *I/we* understand that pursuant to Massachusetts law and Revere Public School Committee Policy, students who actually reside in the City of Revere may attend the Revere Public Schools (RPS) and students who do not actually reside in the City of Revere may not attend the Revere Public Schools.
2. *I/we* hereby certify that effective _____, 201____, the above named student is/will be residing at the following address in Revere, Massachusetts, with:

Printed Name(s) of Parent(s)

(If Guardian(s) PRINTED name(s) of Guardian(s))

No. Street Apt./Unit No. Revere, MA Zip Code

Home Telephone: _____

Cell Phone: _____ Work Phone: _____

3. *I/we* acknowledge that *I am/we* are required to notify the Revere Public Schools or the above student's school, in writing, of any change in said student's address within five (5) calendar days of such change of address.
4. *I/we* understand that this *Residency Affidavit* will be relied upon by the Revere Public Schools for the purpose of determining the above student's eligibility to attend the Revere Public Schools on the basis of residency. If said student is enrolled in the Revere Public Schools based upon the information provided and it is subsequently determined that the student does not actually reside in Revere, *I/we* understand that the student's enrollment in the Revere Public Schools will be promptly terminated and *I/we* will be jointly and severally liable to the Revere Public Schools for the student's tuition for the full academic year(s).
5. *I/we* further certify that *I am/we* are the parent(s), or legal guardian(s) of the above student.
6. *I/we* understand that all applicants must reside in the City of Revere.

Signed under the pain and penalties of perjury on this _____ day of _____, 20__:

Parent/Guardian Name

Home Address

Parent/Guardian Name

Home Address

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

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



**Revere Public Schools
Parent Information Center
56 Bennington Street
Revere, Ma 02151
781-286-8303**

Landlord Affidavit

To: The Revere Public Schools

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

_____. I also certify and swear under oath that

_____ and his or her children _____
are

my tenants and live at the above address.

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

Schools for the education of the above referenced children.

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

Notary

Landlord's Signature

Landlord Print

Date



Revere Public Schools Middle School Sibling Policy

Families are important to the Revere School Committee and the Revere Public Schools. We believe that, in many cases, having siblings attend the same school enriches their individual education experiences. We also recognize that it is convenient for parents/guardians to have their children at one school, where they will have the same school calendar and daily schedule. For this reason, we give siblings preference in the enrollment process.

A sibling is defined as a child who resides in the same household as the child who attends the desired middle school and meets one of the following criteria:

- is a biological brother or sister of the student who attends the desired middle school
OR
- is a step-sibling of the student who attends the desired middle school
OR
- is a child who has been legally adopted by a parent of the student who attends the desired middle school
OR
- is a child whose court appointed legal guardian is a parent of the student who attends the desired middle school

Children sharing an address but not a parent/legal guardian with the student who attends the desired middle school are not considered siblings.

Grade 5 students will be allowed to attend the same school as an older sibling only if the sibling will be attending the middle school the next school year. There will be an area on the middle school application where a parent/guardian may indicate a preference for siblings to be together.

This policy does not apply to students transferring into the district from another district or private school. In addition, this policy does not allow a sibling already in a middle school to attend a school that their younger sibling may qualify for through the lottery process.

MIDDLE SCHOOL ASSIGNMENTS

All students in the City of Revere have the same right to a seat in any of the three middle schools and neighborhood proximity does not play a role in determining the school. Our assignment plan for grades 6-8 needs to be different than that for grades PreK-5 *because* we have six Elementary Schools filtering into just three middle schools. Students, together with their parents, choose the school they would like to attend, no matter where in the city that school is located. When an inordinate number of students choose the same middle school(s) a lottery will be conducted to fairly assign the seats to students throughout the city. Each elementary school is guaranteed a seat for 1/3 of their students in each of the three middle schools. For example, an elementary school with sixty fifth-graders is guaranteed twenty seats in each middle school.

Exceptions are made only for specialized programs that are housed in the Rumney Marsh Academy and Susan B. Anthony middle Schools. Assignment to these programs is determined by the student's Individualized Educational Plan (IEP).

The Middle School Sibling policy allows students to attend the same middle school as their older sibling if both children will be enrolled in grades 6-8 during the same school year. Please consult the Middle School Sibling policy, located at the back of this handbook, for specific details.

Students who enroll in the Revere Public Schools during their Middle School years will be lotteried into one of the three middle schools on a rotating basis with consideration of class size at the time of enrollment.

Students who are lotteried into a particular middle school then leave the district and subsequently re-enroll, will be assigned to the middle school to which the student was originally lotteried.

Education Laws and Regulations

603 CMR 53.00

Student Discipline - Effective July 1, 2014

Section:

[53.01: Purpose and Scope](#)

[53.02: Definitions](#)

[53.03: Policies and Procedures](#)

[53.04: Investigation of Disciplinary Incidents](#)

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

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

[53.07: Emergency Removal under M.G.L. c. 71, § 37H¾](#)

[53.08: Principal's Hearing under M.G.L. c. 71, § 37H¾](#)

[53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H¾](#)

[53.10: In-School Suspension under M.G.L. c. 71, § 37H¾](#)

[53.11: Exclusion from Extracurricular Activities and School-Sponsored Events](#)

[53.12: Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H½](#)

[53.13: Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H½, 37H¾](#)

[53.14: Student Suspension and Expulsion Data Collection and Reporting](#)

[View All Sections](#)

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

53.01: Purpose and Scope

(1) The purpose of 603 CMR 53.00 is:

(a) for those discipline offenses subject to M.G.L. 71, § 37H¾, as set forth in 603 CMR 53.01(3)(a), to limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate;

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

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

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

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

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

1. possession of a dangerous weapon;
2. possession of a controlled substance;
3. assault on a member of the educational staff; or
4. a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½;

(b) the minimum requirements and procedures necessary to ensure that all students who have been suspended, in-school or out-of-school, or expelled, regardless of the type of offense, have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities; and

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

53.02: Definitions

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

Department means the Department of Elementary and Secondary Education.

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

(a) possession of a dangerous weapon;

(b) possession of a controlled substance;

(c) assault on a member of the educational staff; or

(d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½ . A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

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

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; and
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

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

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

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

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be

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

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

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

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

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

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

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

53.03: Policies and Procedures

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

53.04: Investigation of Disciplinary Incidents

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

53.05: Alternatives to Suspension under M.G.L. c. 71, § 37H^{3/4}

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

53.06: Notice of Suspension and Hearing under M.G.L. c. 71, § 37H^{3/4}

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

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

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08 (3)(b); and
 - 2. the right to appeal the principal's decision to the superintendent.

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

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

53.07: Emergency Removal under M.G.L. c. 71, § 37H^{3/4}

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

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
- (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal that complies with 603 CMR 53.08(2) or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable.

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

53.08: Principal's Hearing under M.G.L. c. 71, § 37H^{3/4}

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

(2) Principal Hearing - Short-term Suspension

(a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

(3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and

4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that
 - b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

(e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H¾

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

53.10: In-School Suspension under M.G.L. c. 71, § 37H¾

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.
- (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- (5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

53.11: Exclusion from Extracurricular Activities and School-Sponsored Events

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H¾ or 603 CMR 53.00.

53.12: Disciplinary Offenses under M.G.L. c. 71, § 37H or 37H½

- (1) School districts shall adopt disciplinary policies and procedures applicable to a student who is accused of a disciplinary offense under M.G.L. c. 71, § 37H or 37H½. Such policies and procedures shall be consistent with the applicable statute and provide due process of law.

(2) The principal may remove a student who has committed a disciplinary offense under M.G.L. c. 71, § 37H or 37H½ from school for more than 90 days in a school year.

(3) Any student who is removed from school for a disciplinary offense under M.G.L. c. 71, § 37H or § 37H½ shall have an opportunity to receive education services and make academic progress during the period of removal, as provided in 603 CMR 53.13.

53.13: Education Services and Academic Progress under M.G.L. c. 71, §§ 37H, 37H½, and 37H¾

(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.

(4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.

(a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

(b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

53.14: Student Suspension and Expulsion Data Collection and Reporting

(1) Every school district, charter school, and virtual school shall collect and annually report data to the Department regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

(2) The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out of school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

(3) In the fall of each year, the Department shall publish an analysis and report of student discipline data disaggregated by district and school, and by selected student populations, included but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The data shall be reported in a manner that protects the identity of each student and shall be made available to the public online in a machine readable format.

(4) The Department shall annually determine the schools with the highest percentage of students expelled or placed on long-term suspension for more than ten cumulative days in a school year. After review of the discipline data described in 603 CMR 53.14(3) and other relevant school and district information, including but not limited to student demographics, student performance, promotion, attendance, attrition, graduation, and dropout rates, the Commissioner shall identify schools that need assistance to reduce over-reliance on long-term suspension or expulsion as a consequence for student misconduct. The Department shall identify models that such schools may use to incorporate intermediate steps before long-term suspension and expulsion and to foster positive school climate.

Through use of statistical analysis, the Commissioner shall identify schools and districts with data that reflect significant disparities in the rate of suspension and expulsion by race and ethnicity, or disability. Such schools and districts shall develop and implement a plan approved by the Department to address such significant disparities.

Regulatory Authority:.M.G.L. c. 71 § 38R and Chapter 77 of the Acts of 2013

District Contacts

Title IX – Frank Shea Athletic Director

Title II – Danielle Mokaba, Assistant Superintendent

Title I – Briana Tsoupas, Assistant Director of Curriculum and Instruction

Title VI – Jennifer La Bollita, ELL Director

MGL Chapter 76 – Richard Gallucci, Assistant Superintendent

504 – Richard Gallucci, Assistant Superintendent

The Revere Public Schools
Restraint Prevention and Behavior Support Policy and Procedures
(based on 603 C.M.R. 46.00, effective 1/1/16)

OVERVIEW

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

DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

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

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

Physical Restraint: direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

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

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

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

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

PROHIBITIONS

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

SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119, § 51A.

REQUIREMENTS FOR USE OF TIME-OUT

Time-out may be used only for the purpose of calming, it must be terminated as soon as the student has calmed, and it may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

During time-out, the student must be continuously observed by a staff member. The staff member will either be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for calming. The student may not be involuntarily confined alone in a room or in an area from which the student is prevented from leaving, as this would constitute seclusion, which is prohibited at all times.

REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

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

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

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

Safety

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

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

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately.

For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

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

Prone and Floor Restraints

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

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

REPORTING PHYSICAL RESTRAINT USE

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

Reporting within School and to Parents

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

Report Contents

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

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

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

Weekly Individual Student Review

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

Monthly School-Wide Review

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

TRAINING REQUIREMENTS

General Training

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

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4) (Crisis Prevention Institute certification training).

SPECIFIC PROCEDURES

The District has partnered with The Crisis Prevention Institute to train highly qualified instructors within Revere Public Schools who then certify additional identified staff members in non-Violent Crisis Intervention. In addition CPI provides an overview within this policy (see appendix) available to all staff regarding appropriate responses to student behavior, methods to prevent student violence, self-injurious behavior, crisis planning, alternatives to restraint, and de-escalation techniques.

Restraint complaint procedure:

Any complaints or questions not adequately answered by the building principal should be addressed to the Assistant Superintendent of Pupil Personnel Services located at Revere Public Schools Central Office, 101 School Street in Revere (781)-286-8226. All complaints will be thoroughly investigated and a supplemental report will be written.

Methods to engage parents in discussions about restraint prevention and the use of restraint solely as an emergency measure:

Any special education student where concerns around possible behavior that may result in an emergency restraint should have active conversations during the team meeting process around restraint prevention and the use of restraint solely as an emergency measure. The Revere Restraint Prevention and Behavior Support policy will be available for parents to review as part of the student handbook, which they are required to sign off on and read.

View complete Restraint Prevention and Behavior Support Policy and Procedures at www.reverek12.org

Legal Authority
603 C.M.R. 46.00
Effective 1/1/16

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

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

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

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

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

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

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

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

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

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

MEAL CHARGE POLICY

The Revere School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account (see student handbooks for more details) or by speaking with the school's food service

manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure to maintain up to date accounts may result in a delay of a student's extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for parental assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adopted:

Sara Hoomis
Principal
shoomis@reverek12.org
Phone 781-286-8270



Maurice Coyle
Assistant Principal
mcoyle@reverek12.org
Fax 781-286-8315

Abraham Lincoln Elementary School

68 Tuckerman Street Revere, MA 02151

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher_____Date_____

Student:

My education is very important. I know that hard work will lead to success. Therefore, I agree to do the following to make sure I do my best:

- Come to school every day, on time, and in the school uniform
- Do my best on every assignment and test
- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student_____Date_____

Parent/Guardian

I understand that a successful school experience is essential to my child's future success. I also understand that my active participation has a tremendous influence on my child's attitude and achievement. Therefore, I will do the following to the best of my ability:

- Make sure my child comes to school every day on time and in the school uniform
- Make sure my child gets sufficient sleep
- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian_____Date_____



A. C. Whelan Elementary School

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333-2074
Web: <http://www.reverek12.org>

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher_____Date_____

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- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student_____Date_____

Parent/Guardian

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- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian_____Date_____



Beachmont Veterans Memorial School

Christopher Freisen
Principal
cfreisen@reverek12.org
Janelle Kruszewski
Assistant Principal
jkruszewski@reverek12.org

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher _____ Date _____

Student:

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- Come to school every day, on time, and in the school uniform
- Do my best on every assignment and test
- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student _____ Date _____

Parent/Guardian

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- Make sure my child comes to school every day on time and in the school uniform
- Make sure my child gets sufficient sleep
- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian _____ Date _____



Garfield Elementary School

Percy Napier, PhD
Principal

Adriana DelGreco
Elizabeth Duquette
Assistant Principals

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher_____Date_____

Student:

My education is very important. I know that hard work will lead to success. Therefore, I agree to do the following to make sure I do my best:

- Come to school every day, on time and in the school uniform
- Do my best on every assignment and test
- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student_____Date_____

Parent/Guardian

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- Make sure my child comes to school every day on time and in the school uniform
- Make sure my child gets sufficient sleep
- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian_____Date_____

Paul Revere School

395 Revere Street

Revere, Massachusetts 02151

Telephone (781) 286-8278 Fax (781) 286-8279

First Innovation School in the Commonwealth of Massachusetts



Donna M. Bonarrigo, Principal

Bianca Quirk, Assistant Principal

"One if by Land, Two if by Sea, Always There for the Community."

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher_____Date_____

Student:

My education is very important. I know that hard work will lead to success. Therefore, I agree to do the following to make sure I do my best:

- Come to school every day, on time and in my school uniform
- Do my best on every assignment and test
- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student_____Date_____

Parent/Guardian

I understand that a successful school experience is essential to my child's future success. I also understand that my active participation has a tremendous influence on my child's attitude and achievement. Therefore, I will do the following to the best of my ability:

- Make sure my child comes to school every day on time and in the school uniform
- Make sure my child gets sufficient sleep
- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian_____Date_____

Staff Sergeant James J. Hill Elementary School

Home/School Involvement Contract

Teacher:

It is very important that every child has a successful educational experience. Therefore, I will do my best to accomplish the following:

- Establish high standards and expectations for your child
- Provide a stimulating and engaging learning environment
- Provide necessary supports to ensure your child is successful
- Communicate with you about your child's progress

Teacher _____ Date _____

Student:

My education is very important. I know that hard work will lead to success. Therefore, I agree to do the following to make sure I do my best:

- Come to school every day, on time and in the school uniform
- Do my best on every assignment and test
- Ask for help when I need it
- Complete my homework every day
- Be respectful and kind at all times

Student _____ Date _____

Parent/Guardian

I understand that a successful school experience is essential to my child's future success. I also understand that my active participation has a tremendous influence on my child's attitude and achievement. Therefore, I will do the following to the best of my ability:

- Make sure my child comes to school every day on time and in the school uniform
- Make sure my child gets sufficient sleep
- Establish daily routines for reading and homework
- Establish high expectations for homework completion
- Support my child with homework completion and read with my child daily
- Regularly contact my child's teachers for updates and attend parent/teacher conferences

Parent/Guardian _____ Date _____



51 Park Avenue Revere, MA 02151

Melissa Lomas Principal

Nancy Martel Assistant Principal

Melody Holmes Assistant Principal

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Beachmont Elementary and Seacoast High School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Garfield Elementary and Garfield Middle Schools is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Hill Elementary School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Abraham Lincoln Elementary School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Paul Revere Elementary School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance

Annual Notification of the AHERA management plan



TO: Parents, Teachers

FROM: Local Education Agency, Revere Public Schools, Mr. Carl Svendsen

DATE: August 2021

The AHERA management plan for the Whelan Elementary and Susan B. Anthony Middle School is available for review in the administrative office and the school office during normal school hours. Please contact Mr. Carl Svendsen with the Revere Public Schools at 781-286-8237 with any questions.

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance