



Amesbury Middle School

Main Street · Amesbury, MA 01913 · 978-388-0515 · Fax: 978-388-1626

STUDENT & DISTRICT HANDBOOK 2021-2022

Jarred Haas, *Principal*

Adam Denio, *Assistant Principal, Grades 6 & 8*

Jessica Stryhalaleck, *Assistant Principal, Grades 5 & 7*



Home of the EAGLES

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I. GENERAL INFORMATION



Amesbury Middle School

Main Street · Amesbury, MA 01913 · 978-388-0515 · Fax: 978-388-1626

9/1/2021

Dear AMS Families and Students,

Welcome to Amesbury Middle School, where our vision is:

At Amesbury Middle School, WE ACHIEVE! Our success is based on the collaborative efforts of our students, staff, parents, and community members to create a culture of achievement in a rigorous and exciting learning environment where all students develop the skills to excel academically, socially, and emotionally.

We have a tradition of being a remarkable place to learn and grow together. Part of learning and growing together is understanding and accepting responsibility. Therefore, we ask you to read this handbook to fully understand AMS's school rules, traditions, and procedures.

Have a great 2021-2022 school year!



Jarred Haas
Principal

AMS FACULTY/STAFF, 2021-22

Administrative Team Jarred Haas - <i>Principal</i>		Jessica Stryhalaleck - <i>Assistant Principal, 5th and 7th grades</i> Adam Denio - <i>Assistant Principal, 6th and 8th grades</i>	
Grade 5 Lime Team Kristen Bilodeau - <i>English Language Arts</i> Jonathan Kezer - <i>Social Studies</i> Kristin Fitzgerald - <i>Science</i> Ashley Osborn - <i>Mathematics</i> Gayle Greenbaum - <i>Special Education/Mathematics</i>		Grade 5 Aqua Team Karen Brannelly - <i>English Language Arts</i> Laura Mirandi - <i>Social Studies</i> Derek Bent - <i>Science</i> Megan Butler - <i>Mathematics</i> Abbey Smith - <i>Special Education/ELA</i>	
Grade 6 Red Team Kerin Byrne - <i>English Language Arts</i> Patrick Flaherty - <i>Social Studies</i> Brian Smith - <i>Science</i> India Kolman - <i>Mathematics</i> Cathy Jackson - <i>Special Education/Mathematics</i>		Grade 6 Blue Team Stacey Fijalkowski - <i>English Language Arts</i> Patrick Foley - <i>Social Studies</i> Rachel Kezer - <i>Science</i> Mark Rinaldi - <i>Mathematics</i> Beth Donadoni - <i>Special Education/ELA</i>	
Grade 7 White Team Elizabeth Zollner - <i>English Language Arts</i> Allison MacAulay - <i>Social Studies</i> Joann Healey - <i>Science</i> Catherine Hill - <i>Mathematics</i> Elissa Firms - <i>Special Education/Mathematics</i>		Grade 7 Green Team Andrew Goodwin - <i>English Language Arts</i> Samuel Bragg - <i>Social Studies</i> Christine DeNuzzio - <i>Science</i> Jennifer Ghezzi - <i>Mathematics</i> Susan Curtin - <i>Special Education/ELA</i>	
Grade 8 Yellow Team Moire O'Mullane - <i>English Language Arts</i> Tia Costello - <i>Social Studies</i> Courtney Moore - <i>Science</i> Mike Wesolowski - <i>Mathematics</i> Lindsay Foustoukos - <i>Special Education/Mathematics</i>		Grade 8 Orange Team Hope Abramson - <i>English Language Arts</i> Joe Costello - <i>Social Studies</i> Gregory Cook - <i>Science</i> Sarah Varnerin - <i>Mathematics</i> Karen Burtnett - <i>Special Education/ELA</i>	
Special Education Programs Samantha Caputo - <i>Language-Based</i> Cathy Mamakos - <i>Life Skills</i> Allison Pearl - <i>ASD</i> Katherine Watson - <i>ASD</i> Jackie Elfiki - <i>SE</i>		Student Support Staff Kathleen Scott - <i>5th and 7th Guidance</i> Caitlin Bailey - <i>6th and 8th Guidance</i> Clancey Paul - <i>Adjustment Counselor</i> Matthew Jarvis - <i>Adjustment Counselor</i> TBD - <i>School Nurse</i>	
EAST Team Lori Byman - <i>Library</i> Luke Alley - <i>PE/Health</i> TJ Baril - <i>PE</i> Kiana Rolfe - <i>PE/Health</i> Mary Mitchell - <i>Health</i> Jim Queenan - <i>Computers</i> James Firms - <i>Technology</i> Victoria Arthur - <i>French</i> Andrew Plante - <i>Spanish</i> Kate Bernadoni - <i>Visual Arts</i> Susan Olsen - <i>Visual Arts</i> Dan Fijalkowski - <i>Band</i> Johanna Kimball - <i>Chorus</i>		Paraprofessionals Emily Chmielewski Violetta Clancey Mary Corbiey Shari Cote Scott Lacava Maria Morel Sarah Morris Karin Parker Karen Provost Ross Randall Andrea Ratner Zoe Sentochnik Dawn Storck Tara DiBurro Lynn Queenan	Building Staff Mary Ellen Shirshac - <i>Principal's Secretary</i> Lisa Rochon - <i>Assistant Principal's Secretary</i> Karen Myszkowski - <i>Main Office Reception</i> Shawn Foley - <i>Facility Technician, Day</i> Mike DeNuzzio - <i>Facility Technician, Night</i> Carol Babine - <i>Cafeteria</i>
		Specialist Teachers Katherine Gately - <i>Sp. Educ. Coordinator</i> Shannon Kennedy - <i>Speech/Language</i> Dawn Kraunelis - <i>Reading Interventionist</i> Devin Hirschfeld - <i>Psychologist</i> TBA - <i>SLPA</i>	

AMS Marking Periods 2021-2022

Quarter One	Quarter Two	Quarter Three	Quarter Four
Progress Report Posted: 10/5/2021	Progress Report Posted: 12/13/2021	Progress Report Posted: 3/1/2022	Progress Report Posted: 5/10/2022
Quarter Ends: 11/8/2021	Quarter Ends: 1/21/2022	Quarter Ends: 3/31/2022	Quarter Ends: 6/13/2022
Report Card Posted: 11/12/2021	Report Card Posted: 1/26/2022	Report Card Posted: 4/6/2022	Report Card Posted: 6/16/2022

Second Semester EAST (Specials) classes begin on Tuesday, January 27th, 2022



AMESBURY PUBLIC SCHOOLS 2021-2022

0-000 August 2021						
S	M	T	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	TI	TI	TI	27	
	T	PD				

20-095 January 2022						
S	M	T	W	Th	F	S
	3	4	5	6	7	
	10	11	PRT	13	14	
	H	18	19	20	21	
	24	25	26	27	28	
	31					

13-181 June 2022						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	M	M	M	M	M	
	27	28	29	30		

20-020 September 2021						
S	M	T	W	Th	F	S
			ST	2	V	
	H	7	8	9	10	
	13	14	15	16	17	
	20	21	PRT	23	24	
	27	28	29	30		

15-110 February 2022						
S	M	T	W	Th	F	S
		1	2	3	4	
	7	8	PRT	10	11	
	14	15	16	17	18	
	H	V	V	V	V	
	28					

Calendar Codes						
Indicates No School Days						
ER = Early Release Day						
H = Holiday						
M = No School: Make-up Days						
PD = Professional Development						
PRT = Prof. Release Time Day						
ST = Student 1 st Day						
T = Teacher/Staff Only						
TI = New Teacher Induction Days						
V = School Vacation						

20-040 October 2021						
S	M	T	W	Th	F	S
					1	
	4	5	6	7	8	
	H	12	13	14	15	
	18	19	PRT	21	22	
	25	26	27	28	29	

22-132 March 2022						
S	M	T	W	Th	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	PD	17	18	
	21	22	23	24	25	
	28	29	30	31		

STUDENT YEAR: 181
SCHOOL STARTS: 9/1/21
SCHOOL ENDS: 6/17/22

18-058 November 2021						
S	M	T	W	Th	F	S
	1	PD	3	4	5	
	8	9	10	H	12	
	15	16	17	18	19	
	22	23	ER	H	V	
	29	30				

15-147 April 2022						
S	M	T	W	Th	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	H	
	H	V	V	V	V	
	25	26	27	28	29	

SCHOOL HOURS:		DISMISSAL TIMES:	
		ER	PRT
7:30-2:30	High School	10:50	11:30
7:40-2:25	Middle School	10:50	11:30
8:30-3:00	Elementary	11:30	12:00

Approved: 2/22/21

17-075 December 2021						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	PRT	9	10	
	13	14	15	16	17	
	20	21	22	ER	H	
	V	V	V	V	V	

21-168 May 2022						
S	M	T	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	ER	
	H	31				

2021-2022 SCHOOL YEAR

Quick Checklist of Frequently Asked Questions

Welcome to the 2021-2022 school year at Amesbury Middle School. To help you, we have developed this quick checklist to remind you of some very important information.

1. Report to homeroom by 7:40 AM every morning. If you are tardy or miss homeroom for any reason, you **must** go to the front office for a late pass.
2. Remind your parent/guardian to call the school by 8:00 AM if you are going to be late or absent. The school's phone number is 978-388-0515. If they call before 8:00 AM they may leave a message on the absence line.
3. Should you need to be dismissed, your parent/guardian **must send in a note**. Bring the note to the main office in the morning and receive a dismissal pass. If someone other than a parent/guardian will be picking you up, their name must be on your emergency card or a note stating that person's name will be picking you up.
4. Every Wednesday is "**Eagle Eye Wednesday**" (formerly known as "Blue Poly" days). Eagle Eye is a weekly newsletter with school and community resources. All Eagle Eye information will be available to students and parents/guardians via the school website and posted through our social media platforms. Also an email will be sent to parents/guardians. Please make sure your email is updated. Please reach out to the main office if you need assistance.
5. Valuables should be left at home.
6. Remind your parents/guardians of our **vacation policy**. If your family takes a vacation during a school week, they must write a letter to the principal and reach out to teachers to develop a plan for making up missed work.
7. Middle school students are expected to be organized and remember their homework, gym clothes, lunch, and any other items that must be brought to school. Should an occasion arise that you do forget something, please ask your teacher for permission to go to the Main Office. In the Main Office, you can call/text your parent/guardian to bring it in an envelope/bag clearly marked with your name and grade. The Main Office will call you down during a transition time.
8. It is your responsibility to read your student handbook and familiarize yourself with the policies and rules of AMS. We encourage you to read your handbook with your parents/guardians. There is a form that will go home in the first Eagle Eye for you to sign and return stating that you have read the student handbook.

What is C.A.R.E. at Amesbury Middle School?

C.A.R.E. is in everything we do at AMS! C.A.R.E. is our positive behavior support system at AMS. It is our collective belief that CHARACTER, ATTITUDE/ACCOUNTABILITY, RESPECT/RESPONSIBILITY and EMPATHY are the most important things students can learn and practice in Middle School and beyond!

We celebrate and reward positive contributions to our school community. We recognize student achievement not only academically but socially and emotionally! C.A.R.E. cards (see image on next page) are awarded to students when they are “caught being good”. It can be as simple as picking up a piece of trash in the hall or patting a peer on the back who might feel down. We believe acts of kindness and generosity should be highlighted and celebrated at AMS!

We will have monthly whole school assemblies to remind ourselves of the importance of CHARACTER, ATTITUDE/ACCOUNTABILITY, RESPECT/RESPONSIBILITY and EMPATHY. We will also take an opportunity to recognize specific students who have displayed these traits and uplifted our school culture during these assemblies.

We will also focus on your Social/Emotional well being during the school year. The areas on which we will focus are found on the “Social Emotional Learning Wheel” below.



We are always looking for ways to grow C.A.R.E. at AMS! If you have any ideas, questions, comments or concerns about C.A.R.E., please email Mr. Haas, Mr. Denio or Mrs. Stryhalaleck!

Morning Arrival

Outside supervision will be provided from 7:15 a.m. until the start of the school day. Any student that arrives before 7:15 a.m. WILL NOT be supervised. Students will wait in their designated grade level areas in the exterior of the building adjacent to Childs Avenue from 7:15 a.m. to 7:35 a.m. At 7:35 a.m., students will enter the building to prepare themselves for the day and move directly to their assigned homeroom classes. Prior to entering the building, a few outside rules should be observed:

1. Once you have arrived on school grounds you will not be allowed to go off school grounds for any reason.
2. If you cross Main Street, you MUST cross with a crossing guard.
3. You should stay off all roadways and parking lot areas in and around the school grounds. Students should congregate and enter the building at the entrances designated for their grade. Fifth and sixth graders should enter at the fifth/sixth grade wing. Seventh and eighth graders should enter at the gym entrance.
4. You may ride your bicycle to school, but it must be walked across the street and parked in its designated area. Students who do not comply with these rules may not be allowed to bike to school.
5. For safety reasons, no hoods shall be worn inside the building. During cold weather, hoods may be worn outside.
6. Breakfast is FREE this year and served in the cafeteria Monday-Friday from 7:15-7:35.
7. No food or drink is allowed outside while waiting to enter the building in the morning. If students need to eat or drink they may attend breakfast that is served in the cafeteria.

Transportation/School Bus Rules

The bus driver has complete authority regarding student behavior on the bus and all students should be aware that buses have video cameras installed on them in order to help monitor student behavior. When you misbehave, you will be given adequate warning regarding your behavior. If such behavior continues, you will be reported to the assistant principal. If the school suspends your bus privileges, you will be expected to find your own means of transportation to and from school for the number of days your bus privileges were suspended.

Students with bus passes who need to ride another bus must bring a signed parental/guardian note to the main office in the morning and have it signed by school personnel granting this permission. The main office will approve the note as long as the bus is not overcrowded.

Damage to buses may result in a fine from the bus company.

2021-22 Bus Fees

\$187.50 per student

\$337.50 family cap

Homeroom

When you enter the building at 7:35 a.m., drop your coat and outerwear at your locker and report to your homeroom. You should not loiter in the corridors. **You must be in your homeroom by 7:41 a.m.**, quietly seated for morning announcements. Please be warned you may receive either a teacher or office detention for tardiness.

If you arrive at school after 7:41 a.m., you must go to the Front Office for a late pass.

Lockers

Lockers may only be used for coats and outerwear. You are responsible for carrying your bag from class to class. You are responsible for keeping your lockers secure and clean as well as free from excess paper and clothing.

The administration, at any time, may inspect or search your locker.

Clothing and Dress Regulations

Students are expected to come to school dressed in neat and appropriate clothing. Prohibited clothing includes: pajama tops and bottoms, extreme forms of dress which may be distracting, clothing that displays violence, drugs, alcohol, tobacco, obscene or harassing language, and no hoods to be worn inside. If possible, students will be required to wear such clothing inside out.

Students who disregard such notice will have parents contacted and may be sent home from school.

No School Information

In the event of no school, delayed opening, or early release, an automated message will be sent to all AMS community members. Cancellations/delays will also be communicated on both Twitter **@amesburyschools1** and on Instagram **@Amesburypublicschools** as well as local media outlets.

Teaming Organization

Each class of students at the Middle School is divided into two teams per grade level, each designated by color.

Fifth Grade - Aqua & Lime

Sixth Grade - Blue & Red

Seventh Grade - Green & White

Eighth Grade - Yellow & Orange

Students on each team are placed into heterogeneous classrooms for both academic and special area subjects. Each team has its own set of teachers. This is done to encourage better communication and to put teachers in closer touch with students and their needs.

Grading, Report Cards and Midterm Progress Reports

Individual teacher grading policy and classroom guidelines can be found on each teacher's syllabus. These syllabi can be found on the team websites, which are located on our school website: <https://schools.amesburyma.gov/Domain/651>

Incompletes may be given to a student due to excessive absences or medical reasons. Incomplete for a previous quarter must be made up **two weeks** into the next quarter. In addition, tardies, dismissals and absences are also recorded. Progress reports and report card issue dates will be announced.

Your report card and progress report consists of a letter grade (A-F) and a number for conduct and effort (1-4) in each subject.

The rubric used to assess student effort is as follows:

AMS Student Effort Rubric

Exceeding 1	Meeting 2	Progressing 3	Needs Improvement 4
<ul style="list-style-type: none"> Always on time to class each quarter All homework completed for the quarter Always comes to class prepared with necessary materials or items needed for classroom learning Consistently works towards completing reading, writing, speaking, and listening classroom tasks all of the time Always actively participates and engages in all activities (classroom participation means: reading, writing, listening, and speaking) All assignment expectations are met all of the time Consistently takes advantage of improvement opportunities when offered by teacher during or after school Work is exemplary for other students all of the time 	<ul style="list-style-type: none"> 1-2 times late unexcused for class each quarter 1-2 homework assignments missing per quarter Most of the time comes to class prepared with materials or items necessary for classroom learning Consistently works towards completing most reading, writing, speaking and listening classroom tasks Most of the time actively participates and engages in most activities (classroom participation means: reading, writing, listening, and speaking) All assignment expectations are met most of the time Takes advantage of improvement opportunities most of the time when offered by teacher during or after school 	<ul style="list-style-type: none"> 3-4 times late unexcused for class each quarter 3-4 homework assignments missing per quarter Sometimes comes to class prepared with materials or items necessary for classroom learning Consistently works towards completing some reading, writing, speaking and listening classroom tasks Sometimes actively participates and engages in most activities (classroom participation means: reading, writing, listening, and speaking) All assignment expectations are met some of the time Takes advantage of improvement opportunities some of the time when offered by teacher during or after school 	<ul style="list-style-type: none"> 5 or more times late unexcused for class each quarter 5 or more homework assignments missing per quarter Never comes to class prepared with materials or items necessary for classroom learning Never completes reading, writing, listening, and speaking classroom tasks Never actively participates and engages in most activities (classroom participation means: reading, writing, listening, and speaking) All assignment expectations are met none of the time Never takes advantage of improvement opportunities when offered by teacher during or after school

Homework Guidelines

Amesbury Middle School's homework is a practice that supports classroom learning and can serve as a vital link between school and home. This is most successful when families encourage the completion of homework. On average, students will have no more than 20 minutes of homework a night per subject. Teams regularly coordinate the amount of homework to ensure that daily homework assignments do not exceed this average. However, this guideline may not include long term projects, studying notes, or studying for tests. Student work that is assigned to be done at home may be counted as much as 10% of a student's final quarterly grade.

Student's Responsibilities

- Use Google Classroom to keep track of assignments
- Keep track of binders and books
- Manage homework time effectively to meet deadlines
- Ask for help when needed
- Ask for missed work when absent

Teacher's Responsibilities

- Provide instruction, and instructional materials
- Provide deadlines
- Provide encouragement
- Provide feedback regarding work returned
- Provide extra help when needed

Parent/Guardian's Responsibilities

- Establish a regular time and place for homework to be done
- Provide necessary materials
- Provide encouragement
- Maintain an open dialogue about assignments
- Monitor completion

Lost and Found

Our school lost and found is located outside the cafeteria. We suggest you do not bring valuables or large sums of money to school. Teachers do everything in their power to safeguard private property, but the school cannot be responsible for lost items.

Care of School Issued Items

You are responsible for items that may be issued to you by the school. You may be financially liable for any lost or damaged school property.

Visitors

Prior to entry into the building:

1. Visitors are asked to ring the outside buzzer that is located outside of the main entrance and outside of the fifth and sixth grade entrance area. Either buzzer will alert main office staff.
2. All visitors are asked to state their name, name of student and purpose of the visit and be prepared to show proper ID when picking up a student.

Once in the building:

All visitors must check in with the main office to receive and wear a visitor badge.

Any person in the building without proper identification will be asked to return to the main office to obtain a badge or leave the premises.

Field Trips

According to Field Trip Policy IJOA all field trips need approval from the building principal and all overnight field trips need prior approval of the superintendent and School Committee.

Day trips during the school day, extended long distance or overnight trips that extend beyond school day or overnight stay and international trips fall under this policy.

Scheduling of overnight trips will be made in advance and trip schedulers will avoid travel between the hours of midnight and 6:00 a.m.

Fundraising will be done as a group and should be reasonable and take into account student obligations for homework, after-school activities, and jobs. If students are charged individual fees for participation, the district should make every effort to provide scholarships where needed. Chaperones ratios for middle school trips will be 1 adult/10students.

All field trips require a signed family permission slip. All field trips may be cancelled by the principal or superintendent up to the time of departure.

Evacuation Drills

Fire drills are held periodically. It is important to be CALM and ORDERLY during these drills and to follow the directions of your teacher. Exit routes are posted in each room. Become familiar with the exit route for each room in which you find yourself during the day.

Failure to follow directions during an Evacuation Drill is a serious offense as safety is the number one priority during an emergency and will be subject to consequences from the Assistant Principal.

Food in Classrooms

Food is not allowed in classrooms during the school day or at after school events. The only exception to this is classrooms that teach cooking as part of their curriculum. Other exceptions may be allowed ONLY with the permission of the principal.

II. BEHAVIORAL EXPECTATIONS

Behavioral Expectations in our school have been designed to be fair to both students and teachers and are based on good sense. The reason for these expectations is simple: your main goal for being in school is to get an education. When someone prevents you from reaching your goal, they will be properly disciplined. Treat your teachers and classmates with respect at all times, take pride in your school, and treat it with respect. You must be responsible for your actions at all times and will be fairly disciplined when it becomes necessary.

General Guidelines

1. Students are expected to be polite, courteous, thoughtful, and considerate. Running, pushing, shouting, and profane language which disturbs others is unreasonable in school and, therefore, not acceptable.
2. The teacher has the responsibility of educating students in school. It is the responsibility of students to follow the teacher's directions and not interfere with the orderly teaching process nor to interrupt the education of other students. Disruptive behavior consists of actions which disturb students and teachers in the process of learning. It is further interpreted to mean the disturbance of orderly procedure within the school.

Office Detention

Office detentions will be determined over the course of the week by administration and will last until 3:00 pm.

Teacher detentions will be served before office detentions. Failure to serve a teacher or team assigned detention may result in office detention.

If you cannot attend office detention on your assigned afternoon a parent/guardian must call or email the school to provide an explanation and make an alternative plan.

If a student fails to serve their detention, they will automatically have a detention added on.

If a student continually fails to attend their assigned detentions, they may be suspended from school.

Suspension

If you commit a serious violation of school rules, you may be suspended from school. Before being officially suspended, however, you will be provided with a reasonable opportunity to present your version of the facts through your own statements and possibly the statements of others who may have some knowledge of the circumstances. Immediate notification to your parents will be made by phone and followed by a letter and email. Whether your suspension time is spent in or out of school will largely depend upon the circumstances, the severity of the infraction, and your history of past suspensions. In-school suspension means you will be removed from your regular classes and placed under the supervision of another adult. During that time period you will be expected to complete work assignments from your classroom teachers. In addition, you will be expected to remain silent, behave, and to turn in all completed work to your teacher for a grade the day you return to classes. Teachers will expect your completed assignments. Failure to comply with the rules set forth for in-school suspension may result in further consequences.

If you are suspended out-of-school, you will be expected to remain home. You will not be allowed on school grounds during your suspension. In addition, you will not be allowed to return to classes until your parents bring you back and attend a re-entry conference with you and the assistant principal. When it is known that the suspension of a student with disabilities will accumulate to ten days in a school year, a review of the manifestation hearing, as provided in Section 333 of the Chapter 766 Regulations, will be held to determine if the disability is the cause of the suspension.

Some Reasons for Which Suspension May Result:

1. Engaging in a physical altercation (fighting or repeated physical contact after being warned)
2. Assault. **Note: In addition, any student who assaults a staff member on school premises may be subject to expulsion.**
3. Possession of a dangerous weapon. **Note: In addition, students found in possession of a dangerous weapon on school premises may be subject to expulsion from school by the principal.**
4. Theft.
5. Skipping class or repetitive tardiness to particular classes.
6. Leaving the school building or school grounds without permission.
7. Willful destruction/damage of school property (includes graffiti).
8. Profanity or abusive language directed at any AMS community member.
9. Repeated instances of cheating or plagiarism on school assignments.
10. Bullying/Harassment (repeated targeting of an individual or group).
11. Possession or use of alcohol, tobacco products, drugs, and synthetic drugs on school property.
12. Smoking/Vaping on or within 100 feet of school property.
13. Misuse of the internet or any school-based technology or personal communication devices and cell phones.
14. Insubordination (repeated refusal to follow school rules).
15. When in the judgment of the administration the safety and well-being of students and others may be jeopardized.

Due Process Rights of Students with Disabilities

It is the policy of the Amesbury Public Schools to provide a free and appropriate public education to any student with disabilities within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students with a disability within the definition of section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Under this policy, students may have a disability even though they do not require services pursuant to the Individuals with Disabilities Act (IDEA), or Chapter 766. Due process rights of students with disabilities and their parents under section 504 will be enforced. Assistant Principal Mr. Denio will serve as the building 504 coordinator and can be contacted at 978-388-0515.

Parent Involvement Policies for Title I

The Amesbury Public Schools welcomes participation of parents in the support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Amesbury Public Schools to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their child's eligibility for special programs, their child's educational progress, and the professional qualifications of their child's teachers and the status of their child's schools.

The Amesbury Public Schools strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent, practical in a language that parents can understand. To the extent practicable, Amesbury Public Schools will also provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory, including providing informational school reports under section 1111 in a format and, to the extent practicable, in a language parents understand. Communications with all parents will, at times, respect the privacy of students and families.

Corridor Rules and Passes

1. Behavior and traffic pattern: Students are to stay to the right as they move through hallways and stairwells. There will be no shouting, running, pushing, or playing in the corridors and stairs.
2. Students who need to leave the classroom will be required to sign out via AMS Hallway Pass form.
3. Students will be required to sign back in when they return using the AMS Hallway Pass form.
4. When changing classes, you are expected to be on time for the next class. If you are late to any class with good reason, you should have a written pass from the person that prevented you from being on time. Discipline for tardiness to class is the responsibility of the teacher in charge of the particular class and may result in a detention. No late passes will be issued by the office except for tardiness in the morning.

Appeals

In the assignment of a consequence at any level, the student and family shall have the opportunity to have a discussion about the matter with the teacher and/or administration. This process serves as a way that families can better voice their concerns but is by no means a collaboration to determine consequences.

Cell Phones

Cell phones are not allowed for normal use during the school day.
Cell phones must be turned off and kept in a backpack or locker for the day.
Cell phones may be used before or after school for emergency calls.

IF A STUDENT NEEDS TO CONTACT A FAMILY MEMBER DURING THE DAY:

- 1. The student needs to ask their teacher to go to the Main Office.**
- 2. In the Main Office, students can use their cell phone to call/text parents or use the School Office line.**
- 3. STUDENTS MAY NOT LEAVE THE CLASSROOM TO USE THEIR CELL PHONES IN THE HALLWAYS OR OTHER UNSUPERVISED AREAS.**

Gum Chewing

Students will be permitted to chew gum while at school, as long as this privilege does not become a distraction and it is not used improperly. A teacher has the discretion to ask a student to dispose of gum if either of the above two factors mentioned occur. Neither candy nor food of any kind will be allowed in the classroom. Refusal to respect a request of the teacher may result in disciplinary action.

Damage to School Property

Please be careful not to damage either the building or its equipment in any way. If you should accidentally damage anything, please report it promptly to the main office so that it can be repaired. If you should deliberately inflict damage to the building or its equipment, you will be expected to pay for the damages and will also be subject to disciplinary action.

Cafeteria Behavior

Eating in the cafeteria is considered a privilege. A few simple rules must be observed in order to ensure a safe, enjoyable lunchroom environment for all students. Failure to observe such rules may result in disciplinary action or loss of lunchroom privileges.

1. You will remain under the supervision of adults at all times during lunch.
2. Running, shouting, pushing, playing and throwing food/objects will not be allowed.
3. You will remain seated at your assigned table until you are called to the lunch line by an adult on duty. The lunch line will be single file and cutting will not be allowed.
4. When you finish your lunch, pick up all papers, food and utensils that may be left on top, under, or around the table and dispose of them properly in the designated trash barrels.
5. Students MAY NOT leave the cafeteria during lunch unless they have a written pass or are with a staff member.
6. Students will be going outside for lunch recess when they have finished their lunch. Therefore, students are required to bring jackets with them to the cafeteria in cold weather. While outdoors, students must not leave the designated outdoor area.
7. Disregard for the above rules will result in disciplinary action.

Safe and Violence Free Education

The Memorandum of Understanding is a document that establishes a formalized working relationship between the School Department, Amesbury Police Department and the Essex County District Attorney's Office. They are committed to providing a safe and violence free educational setting. Mandatory reportable acts include:

1. Serious incident of assault resulting in injury of a student or staff member. Any provoked or unprovoked attacks.
2. Possession or use of a dangerous weapon
3. Possession or use of drugs, alcohol, or inhalants
4. Destruction of school/personal property, theft, graffiti, arson, or vandalism
5. Sexual assault or inappropriate sexual behavior, touching, fondling, indecent exposure.
6. Harassment and civil rights incidences or threats.

Expulsion

If you are charged with a violation you and your parents will be notified in writing of an opportunity for a hearing. After the hearing, if the principal's decision is to expel you, you will be notified in writing of your right to an appeal to the superintendent of schools. You will have ten days from the date of expulsion to notify the superintendent of your intention to meet with him/her. You also have the right to counsel during the appeal. The superintendent of schools is required to provide a detailed written statement of the reasons for your expulsion to any potential receiving school district superintendent if you apply for admission to that school.

Smoking/Vaping

First Offense: Parents will be contacted immediately upon verification of the violation. Students will be suspended for one day.

Second Offense: Parents will be contacted immediately upon verification of the violation. The student will be suspended for one or more days under the discretion of the principal and/or his designee. The student may also be required to complete a four to eight week smoking cessation program offered by the school.

The Amesbury Board of Health regulation Section G.2.prohibits possession of tobacco products by minors on school property and states: **No minor may be in possession of a tobacco product on school property in the Town of Amesbury. Additionally, smoking for students, staff and visitors is prohibited on school property. Tobacco products include cigarettes, chewing tobacco, vaping juice, vaping devices, etc.** In addition a suspension for smoking/vaping may result.

Search

When authorized school personnel have suspicion to believe that a student has control of a contraband item in their possession or in a locker, a search may be conducted by school administration. Sweep type searches conducted by the police of all areas in the school may also be ordered by authorized school personnel as an additional way to keep our school drug free. Such sweep searches may include the use of specially trained dogs.

Acceptable Use of Electronic Media

The purpose of computer use is educational. Using computers for public forum, commercial purposes or political lobbying is considered inappropriate and unacceptable. Further, the user shall not use the network to perform any act that is illegal or unethical such as copyright infringement, knowingly passing on viruses, use of inappropriate language or the infiltration of any programs. The school network is monitored and the violation of such guidelines will result in loss of electronic media privileges and/or other punishment as prescribed in the student handbook. This is in accordance with School Committee Policy # IJNDB.

III. ATTENDANCE

Absences

Regular and prompt attendance is one of the most important keys to a child's academic, social, and emotional success at school. Students are responsible for making arrangements with their teachers to make up for missed work while they are absent. Excessive absenteeism will be examined when considering student retention and after 4-5 absences in a quarter, a team conference with your family may be scheduled.

If you are absent your family is responsible to contact the school by 8:00 a.m. the day of your absence to explain why you are not in school.

978-388-0515

If you do not call by 8:00am, you will receive a phone call from the school notifying you of your student absence.

Tardiness

If you are late to school you must report to the front office for a pass to your homeroom or class. Failure to report to the office when tardy may result in an office detention. Excessive tardiness will necessitate a parent conference or other disciplinary action. If you are late to class without an acceptable excuse you may be given detention.

Appointments and Early Dismissals

If it is necessary to be dismissed early a note must be presented to the office in the morning and a pass will be issued to allow the student to leave class at the time of their dismissal. If a student is dismissed but returns to school later in the day, the student must be readmitted to class with a pass from the main office.

Illness and Dismissals

If a student feels ill in school, he/she should ask the teacher for permission to see the nurse. The nurse will call home if it is necessary to dismiss the student from school. Before leaving the school building because of illness or dismissal, an authorized adult must be present to dismiss a student and must sign out in the main office.

Truancy

If a student is absent without communication from a parent and/or guardian, he/she will be considered truant from school. The assistant principal or the principal will talk to the student and their family regarding the truancy. First truancy: The students will serve office detentions after school for the periods missed. Second truancy: A suspension from school will result.

Skipping Class

A first offense of skipping class may result in an office detention. Repeated infractions could result in suspension from school.

Absence from School Due to Vacation

Anytime a student misses school, they have missed classroom experiences that cannot be duplicated due to the unique interactions that occur between teacher and student. Although it is preferred that vacation be taken during the vacation periods built into the school calendar, we realize that this is not always possible. Because absence from school for a family vacation is not recognized as a legal absence under Massachusetts State statutes, the following procedure needs to be activated by the student and his/her parents/guardians for consistent communication and collaboration to occur between home and school:

1. A letter/email from the parent/guardian should be submitted to the principal or his designee regarding the time frame the student will be absent from school due to at least one week prior to the vacation.
2. It is the responsibility of the student and his/her parents/guardians to communicate with the student's team of teachers in advance of the vacation in order to make arrangements to complete missed assignments.

IV. SUPPORTIVE SERVICES

Guidance/School Adjustment Counselors

AMS guidance and adjustment counselors work with students individually and in groups. The counselor's role is to assist students in navigating their social, emotional and academic needs throughout their time at AMS. The Amesbury Middle School counseling department will support our students in a safe, welcoming environment as they experience the many and varied opportunities offered here. We will encourage development of academic, social/emotional and career/technical exploration in an atmosphere which promotes respect, consideration, a sense of civic duty and a love of learning

Health Services

Health services include physical examinations, screening for eyes, ears, and immunization clinics for students. Parents/guardians will receive notification if their child fails any test. If a student becomes ill in class, he/she may obtain teacher's permission and a written pass in order to report to the nurse. If a student is injured or shows signs of illness, the nurse must check the student. The nurse may send the student home, and in such cases, the student's parents/guardians will be notified. A student will not be sent home unless arrangements are made with parents/guardians or a person designated on a student's emergency card.

Library

Our school library will provide you with a rich source of materials for independent reading, research, and audio visual viewing in addition to teaching you the best way of locating materials in the library. A student must have a pass in order to be admitted to the library. A student may also use the library for class projects, provided that he/she has a pass from a teacher assigning the project. Students are reminded that lost, damaged, or destroyed library materials will be paid for by the student who has signed them out.

Amesbury Public Schools
District Policies & Procedures

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Support Services

EEAA - SCHOOL BUS TRANSPORTATION

Eligibility Guidelines

- Grades K to 6 students who reside outside 2.0 miles of their assigned school will be transported free of charge
- Grades K to 6 students who reside within 2.0 miles and all grade 7 through 12 students must pay a fee to ride the school bus
- In accordance with M.G.L. [71:68](#), families who are eligible for free and reduced meals will be transported free of charge

The standard of 2.0 miles shall be measured by the Geographical Information System (GIS) tool used by the City of Amesbury.

Fee Structure

Based on the above eligibility, the cost to ride the school bus is as follows:

- \$250 per year for the first child in any one family
- \$450 cap, no matter how many other children are in the same family

The School Committee reserves the right to revise fees as necessary.

After September 1st the cost of fees for families new to the district will be pro-rated from the first day their child rides the bus.

The following factors will be considered when allocating seats on a fee basis, if space is available, at the discretion of the Superintendent:

- Students living farthest from school will receive preference
- Siblings will receive preference, and
- Younger students will receive preference over older students

All decisions related to any of the foregoing matters will rest with the Superintendent of Schools

Exceptions to these guidelines may be made at the discretion of the Superintendent with input from the Amesbury Police Department. This will apply particularly to any student who must travel in a hazardous area, as deemed by the Superintendent and Amesbury Police Department, to and from school. These students will be transported regardless of the mileage limits listed.

Legal Refs.: M.G.L. [71:68](#)

Cross Refs.: [EEAB](#); [EEAC](#)

Revised: 2019

EEAB - DISABLED STUDENT TRANSPORTATION

The Amesbury School Committee authorizes the Superintendent, and/or his designee, to arrange transportation for those permanently and temporarily disabled students who attend public or special education programs in or outside of Amesbury.

Legal Refs.: M.G.L. [71B:8](#)

Adopted: 1989

Reviewed: 2002; 2003; 2011

Revised: 2008

EEAB-R - DISABLED STUDENT TRANSPORTATION DROP-OFF PROCEDURE

In the event that a parent/guardian or designated person is not at a student's designated drop-off location, van drivers are required to do the following:

1. Call the parent, using the home phone number provided on the van's schedule for the run. If there is no answer, the van driver must leave a message indicating that the student has been retained on the van and that the student will be returned to the school of origin when the van's route is complete.
2. Call the school of origin using the telephone number provided on the Important Phone Number list. Inform the school of origin that the student will be returned to the school when the van's route is complete.

If a student cannot be left at the designated address by the van driver, the school of origin is responsible for the student. The school of origin will contact the police department if no other family contacts are successful.

This procedure shall be used for all students K-5 unless a parent has requested otherwise. Dependent upon the needs articulated in the IEP, this procedure may be implemented for older special education students.

Legal Refs.: M.G.L. [71B:8](#)

Adopted: 2009

Reviewed: 2011

EEAC - STUDENT BEHAVIOR ON SCHOOL BUSES

The right of students to ride a school bus is contingent upon their good behavior and observance of established regulations.

The driver of a school bus shall be responsible for the safety of students while riding a bus both during the ride and while students are entering or leaving the vehicle. It is the bus driver's responsibility to notify the principal of the student involved in violation of the established regulation. The School Committee recognizes the right of principals to suspend bus privileges as a consequence of student misbehavior relating to bus transportation. If a student loses his/her bus transportation privilege, the transportation fee will not be refunded. Responsibility for transportation then rests with parents/guardians.

In the interest of supporting principals and bus drivers the School Committee authorizes the use of audio/video monitoring devices on school busses. Tapes from these devices may be used exclusively to aid in the investigation of incidents. Only those involved in the investigation, including parents, will have access to the tapes. Otherwise, all tapes will be erased within seven (7) school days of taping. Notification of the use of these devices will be included in student handbooks and/or in writing to parents/guardians.

In order to ensure the safety and welfare of student riders further, the Superintendent will provide a school safety program that will include the following:

1. Children will be instructed in the proper procedure for boarding and exiting a school bus and the proper and safe conduct while aboard;
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations;
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements; and,
4. Classroom instruction on school bus safety will be provided.

LEGAL REFS: M.G.L. c.[90:7b](#) as amended by c.[246](#) Acts of 1986

M.G.L. [90:1](#) et seq; [713:2](#); [713:7L](#)

Highway Safety Program Standard No. 17

Adopted: 1995

Reviewed: 2011

Revised: 2002; 2003; 2008

EEAC-R1 - STUDENT CONDUCT ON SCHOOL BUSES: REGULATIONS

Any student using school provided transportation shall be subject to appropriate regulations. School principals are required to establish specific rules and regulations that apply to their individual schools based upon School Committee policy. While individual or unique incidents of disruptive behavior may occur, the regulations related to student behavior, applicable to all student riders, which are expressly stated by the School Committee, include, but are not limited to, the following:

Procedures for Drivers, Administrators, and Parents

1. In case of misconduct on a bus, the incident will be reported to the school principal on the proper form. The school principal will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent of Schools. Based on the reported incident, the principal may suspend the individual student's bus privileges.
2. In case of repetition by the same student, the principal may suspend the student's transportation privileges until a conference with the student's parent/guardian is held to discuss the individual student's behavior.
3. If a satisfactory solution to the student's behavior, which provides for the safety and welfare of other student bus riders, cannot be reached, the student's transportation privileges may be terminated. Parents may appeal a decision to the Superintendent of Schools. The responsibility for transporting the student to school will then rest with the parent/guardian.

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders.

Required Conduct Aboard the Bus

1. Riders must remain in their seats when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking and eating are prohibited.
5. Prohibitive disturbances include but are not limited to the following
 - Pushing or wrestling;
 - Annoying other passengers or disturbing their possessions;
 - Disturbing the driver;
 - Throwing objects within the bus or out of windows;

- Climbing over seats;
- Opening or closing windows;
- Leaning out of windows;
- Littering the bus; and
- Any other disorderly behavior.

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

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

Adopted: 1995

Revised: 2011

EEAEB - VEHICLE IDLING REDUCTION

Idling vehicles pollute the air and present several health and environmental hazards. Gasoline and diesel vehicles produce carbon monoxide, carbon dioxide, volatile organic compounds (VOCs) and oxides of nitrogen (NOx). Carbon monoxide causes respiratory distress and in high concentrations can be lethal; carbon dioxide is a primary contributor to global warming; and VOCs and NOx form ozone, ground-level smog and impair lung function. In addition, diesel exhaust contains fine particulate matter, which the U.S. Environmental Protection Agency has designated as a likely carcinogen. The elderly, chronically ill and children are all particularly vulnerable to these health effects because their lung function is respectively decreased, impaired or still in development.

In addition, Massachusetts General Law (MGL Chapter 90, Section 16A) and the Massachusetts Department of Environmental Protection (DEP) idling reduction regulation (310 CMR 7.11(1)(b) both prohibit unnecessary vehicle idling by stating that the engine must be shut down if the vehicle will be stopped for more than five minutes. Exemptions include: 1) the vehicle is being serviced and the idling is required to repair the vehicle; or 2) the vehicle is making deliveries and needs to keep its engine running (to power refrigerators, for example); and, 3) the vehicle's accessory equipment needs to be powered, such as a fork lift or a truck's rear dump bed, or a wheelchair lift in a bus or van.

In order to reduce the health and environmental effects of vehicle exhaust, comply with the state's idling reduction regulation and law, and decrease our use of fuel by reducing unnecessary idling, the following actions shall be implemented to the maximum extent practicable:

The school system will make idling reduction a common practice by inserting the law and this policy into all future contracts with bus vendors, place signs in appropriate school spaces, and inform the community of our standards through school-based discussions, school committee meetings, and our website.

Legal Refs: MGL Ch.[90,§16A](#), DEP 310 CMR [7.11\(1\)\(b\)](#)

Adopted: 2010

Reviewed: 2011

Reviewed: 2002; 2003; 2008

EGAF - CELL PHONES AND PORTABLE COMMUNICATION DEVICES

The School Committee recognizes that today's society is different from previous generations. Cell phones and portable communication devices (PCDs) play an important part in employee and student safety and communications. Cell phones and PCDs are defined as current and emerging technologies that are wireless units that send and/or receive electronic communications in an analog or digital data transmission. The possession or use of cell phones and PCDs are prescribed for employees and students as follows:

I. Employees

- a. Employees of Amesbury Public Schools are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
- b. Employees who possess and use cell phones and PCDs in their official job functions will be provided a cell phone owned by the Amesbury Public Schools. The use of these units is for school business only. Any personal calls may be charged against the employee if the call causes a financial charge to the district.
- c. Administrators and designated employees who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school business/events.
- d. Employees who own a personal cell phone and/or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours.
- e. The school committee may review employee phone call records and charges for any school owned cell phone or PCD at any time.
- f. Taking photos, videos or any audio of anyone without their permission is prohibited.

II. Students

- a. Students may possess and carry cell phones and PCDs; however, these units must be turned off during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Please refer to building-specific policies as noted in student handbooks.
- b. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.

- c. Students who violate this policy may face disciplinary actions by the administration. Additionally, cell phones that are used during the day may be confiscated. Repeated infractions may result in parent notification.
- d. Amesbury Public Schools will not be liable for any property not picked up within 2 school days.
- e. Taking photos, videos or audio of anyone without their permission is prohibited.

III. Public Meetings

- a. During all public meetings, any communication devices must be put in the "silent" mode. In case of an emergency interruption, an individual must excuse themselves from the meeting and communicate in a private location.

Adopted: 2004

Reviewed: 2007; 2011

Revised: 2010; 2012

Students

IJOA - FIELD TRIPS

The Amesbury School Committee recognizes that firsthand learning experiences provided by field trips are a worthwhile enhancement to the curriculum. It is the desire of the committee to encourage field trips as part of and directly related to the total school program and curriculum. Despite this, participation in field trips is voluntary and in the case of minor children, is subject to parental consent.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. These guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips have the prior approval of the superintendent and the School Committee.

This policy applies to all student trips including:

1. Day trips that occur during regular school hours
2. Extended long distance or overnight trips that extend beyond normal school hours during the day or which require an overnight stay of at least one night
3. International trips

A. Trip Approval Process

1. All field trips require advance approval. Day trips shall be approved in writing no less than two weeks in advance by the building principal. Overnight trips shall require preliminary approval of the School Committee through completion of an overnight field trip request form developed by the Administration. Final approval will not be granted until all preparations for the trip have been completed including, but not limited to all logistical details involving transportation, accommodation arrangements, and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled field trip dates.
2. The preliminary approval process shall be completed prior to engaging students in fundraising activities or other preparations for the trip. Requests for overnight field trips shall include an agenda for the trip which shows educational activities, enrichment activities, exploration activities, and the times during the days which will be devoted to these different activities. Once preliminary approval is granted, final approval will be withheld only if the field trip does not adhere to the plan presented in the approved preliminary proposal.
3. Overnight trips shall offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips shall be appropriate for the grade level.
4. Teachers and other school staff are prohibited from soliciting privately run trips through the school system. The trip approval process applies only to school-sanctioned trips.
5. Procedures for trip approval shall take into account all logistical details involving activities, transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.
6. Generally, field trips shall not repeat those that students have taken during recent years. Trips that are repetitive for a significant minority can be justified in exceptional circumstances.
7. The distribution and number of field trips during the school year cannot be arbitrarily defined. However, multi-grade field trips that are directly related to classroom study are preferable to those that are not. Field trips are generally not meant to be end-of-year celebrations, releases or rewards.
8. It should be remembered that field trips at some grade levels significantly interfere with education in other courses or classes because of the students' absence from school. The value of the trip should be considered versus educational losses. Substitutes shall be utilized to minimize educational losses for other classes.

B. Transportation

1. The use of vans or private automobiles for trips planned to include late night or overnight student travel shall generally be avoided. Such trips shall generally use commercial motor coaches.
2. Principals shall ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA).

3. The contract with the carrier shall prohibit the use of a subcontractor unless sufficient notice is given to allow verification of the subcontractor's qualifications.

C. Trip Scheduling

1. Overnight accommodations shall be made in advance with student safety and security in mind. The trip schedulers shall avoid planning student travel between the hours of midnight and 6 a.m., due to the increased risk of vehicular accidents during this time period.
2. Whenever possible, overnight trips shall be scheduled on weekends or during school vacations to minimize lost classroom time.
3. Trip itineraries must leave enough time for drivers to rest as necessary to conform with federal hour-of-service requirements.
4. Trip scheduling shall take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
5. All field trips may be cancelled by the principal or superintendent up to the time of departure.

D. Fundraising

1. The amount of time to be devoted to fundraising shall be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.
2. Group fundraising activities are preferred. Students shall not be assigned individual fundraising targets.
3. If students are charged individual fees for participation, the district shall make every effort to provide scholarships where needed.
4. Any money, tickets, or reservations made through fundraising activities become the property of the Amesbury Public Schools.
5. Any funds remaining after completion of the field trip and after all outstanding expenses have been paid shall be gifted to the Extra Curricular school account to be used for extra curricular activities benefiting students.

E. Chaperone Ratios

1. Supervision on field trips is a critical factor and, given a new and less-structured environment, shall clearly be more intensive than in a school situation. Supervision shall also be sufficient to guarantee the educational goals of the trip. Every effort shall be made to have an equitable number of male and female chaperones, particularly on overnight field trips. The following minimum guidelines shall prevail:

Student/Teacher Ratio

Grade Level	<u>PreK</u> -Grade 4	Grades 5-8	Grades 9-12
Day Field Trips	8/1	10/1	12/1
Overnight Field Trips	N/A	8/1	8/1

2. The Amesbury community has expressed concern that pictures might be posted to social media sites without permission. To ensure students' safety and privacy, chaperones shall not post any photographs or videos of children (other than their own) to any social media site.

F. Permission/Releases

1. Regular day field trips require a signed parent permission slip with the exception of students over the age of 18 who may sign for themselves.
2. All field trips require a signed permission and liability release form.
3. All chaperones shall comply with current a CORI policy.

Approved: 2004

Reviewed: 2008

Revised: 2006; 2011; 2016; 2020

JBA - SPECIAL EDUCATION STUDENTS - DISCIPLINE

The disciplining of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*, its implementing regulations 34 C.F.R. 300 *et seq.*; and Massachusetts General Laws, chapter 71B and its implementing regulations 603 C.M.R. [28.00](#).

Students with disabilities who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per year, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability.

School personnel may order a change in educational placement of a child with a disability to an appropriate Interim Alternative Educational Setting (IAES) that provides the student with a free appropriate public education for the same amount of time that a child without a disability would be subject to discipline, but not for more than forty-five (45) calendar days if the student:

- A. Carries or possesses a weapon to or at school, on school premises, or to or at a school function;

- B. Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- C. Sells or solicits the sale of a controlled substance while at school, a school function, or a school sponsored event.

Anytime school personnel seek to remove a student from his or her current educational placement for more than ten (10) school days in any school year, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include, but are not limited to:

- A. If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such student before the behavior that resulted in the discipline, the school shall convene an IEP meeting to develop an assessment plan to address the behavior, or if the child already has a behavior intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
- B. A review by the IEP Team of the relationship between the child's disability and the behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School personnel may also seek an order from the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) calendar days.

Parents/guardians and/or students, where appropriate, may request a hearing at the Bureau of Special Education Appeals regarding a disciplinary action described above to challenge the interim alternative educational setting or the manifestation determination.

For a copy of the Massachusetts Department of Elementary and Secondary Education brochure on Special Education Parents' Rights available in many languages, visit www.doe.mass.edu/sped/parents or contact the Director of Special Education.

Legal Refs: Individuals with Disabilities Education Act, 20 U.S.C. 1401 et seq.

Regulations 34 C.F.R. 300 et seq.

M.G.L, chapter 71B, regulations 603 C.M.R. 28.00

Adopted: 2006

Revised: 2008

JBB - EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

APPROVED: 5/4/20

JFAA - RESIDENCY

In order to attend Amesbury Public Schools, students must reside in Amesbury. Students who are enrolled in the School Choice Program are allowed to attend Amesbury Public Schools as well.

"Residence" is the place where a person dwells permanently, not temporarily, and is the place of his/her domestic, social and civic life. Temporary residency for the purpose of attending Amesbury Public Schools will not be considered residency under this policy.

Amesbury can verify residency by several means. In the event residency is in question, school officials will reserve the right to ask for 3 different types of documentation, including but not limited to: a lease agreement for your current apartment or copies of any utility or telephone bill registered to your name. The City Clerk may be asked to verify you are a registered voter in Amesbury, or the Assessor's office may be asked to verify the name on the residency. If you do not have any of the above means, you may

additionally be asked for proof of rent payment to an Amesbury address through a cancelled check or money order.

If you cannot provide residency documentation, the Amesbury Public Schools will ask the attendance officer to investigate the living situation. If it is determined that you do not reside in Amesbury, your child will be dismissed immediately from the Amesbury Public Schools. The average most up-to-date per pupil cost to educate a student in Amesbury will be charged. Additional penalties, including fines and legal action, may be imposed on families found to be in violation of the residency policy.

Any attempt to subvert this policy is considered theft of services by the Amesbury Public Schools. This decision may be appealed first to the Assistant Superintendent, and finally to the Superintendent of Schools, whose decision shall be final.

Legal References: MGL Ch. [71 §6a](#), MGL Ch. [76 §6](#)

Adopted: 2010

Revised: 2011; 2012; 2013

JFAB - NON-RESIDENT STUDENTS

Students who do not legally qualify as "residents" of the city may attend under the following circumstances:

1. To provide, temporarily, for the continuous progress of children whose families may move out of the city after May 1st and would like their child to finish the current school year.
2. To assist residents who have undertaken the legal guardianship or custodial care of children from outside of the city due to a child's need for such care because of special family circumstances.
3. To bring into the school system, on occasion upon recommendation of the high school principal, students from other countries who are the guests of residents under an established Exchange Program who have been recognized for purposes of school attendance by the School Committee., subject to the following conditions:
 - a) Student is in possession of a J-1 Visa.
 - b) Students in the exchange program must be between 15 and 18 ½ (as of the beginning of the program) and must not have been awarded a diploma or a certificate of completion in the student's home country.
 - c) Students must have written and oral English skills sufficient to function in regular classes without special assistance.

d) No diplomas will be issued to J-1 students. Those students who are placed in Grade 12 will be permitted to participate fully in commencement exercises and to be recognized with a school certificate for satisfactory attendance and participation in the school.

e) Under no circumstances shall more than six foreign exchanges students be attending Amesbury High School at any given time.

f) It is the responsibility of the area exchange program representative to notify the Principal within forty-eight (48) hours if an exchange student withdraws from the school or changes host families during the school year.

4. To educate those students who the School Committee has entered into a Memorandum of Understanding (M.O.U.) for the purpose of educating such student(s). (i.e., the M.O.U. with the South Hampton, NH School Board.)

5. Students who move during their senior year: If a student's family moves out of the school district after September 30 during his/her senior year, particular consideration may be given by the Superintendent to the family's petition that the student be allowed to complete the school year. The student may be allowed to complete his/her senior year, contingent upon the following:

a) If the School Committee of the new community, where the student is residing, makes a request to have the student continue in the District for the remainder of his/her senior year and the School Committee of the new community agrees to any tuition, if applicable. It is the responsibility of the student's parents or legal guardians to make such a request to the school committee of the new community in which they are residing.

b) The parents or legal guardians will provide the transportation for their child. The District will not provide transportation to a student who attends school in the District pursuant to this section.

c) The Superintendent and/or the School Committee reserve the right to make exceptions.

Legal Refs. M.G.L. c. [76:12B](#); [71:6](#), [71:6A](#), [74:8](#), [76:6](#), [76:12](#)

Revised: 2007; 2008; 2013, 2015, 2016

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth ¹ (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education

record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,² the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education ³. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

Approved: 5/4/20

JEABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.

- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

APPROVED: 5/4/20

JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access

to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The Superintendent shall designate an appropriate staff person as Foster Care Liaison to be the district liaison for students in foster care. The district's liaison for students in foster care will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of

students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC October 2019

Approved: 5/4/20

**JFCB/GBCBC - PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT,
SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXTING,
DISCRIMINATION, AND HATE CRIMES**

I. GOALS

The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly^[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

Additionally, students will be protected from being bullied by a member of the school staff, which includes, but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

II. GENERAL STATEMENT OF POLICY

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. The District will also not tolerate retaliation against persons who take action consistent with this Policy.[2]

A. APPLICATION

This Policy applies to all sites and activities that the District supervises, controls, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, or at a school-sponsored or school-related activity, function or program, at a school bus stop, on a school bus or other vehicle owned, leased or used by the District, or through the use of technology or an electronic device owned, leased, or used by a school district or school. The bullying policy applies to any location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the target, infringe on the rights of the target at school or materially and substantially disrupt the education process or the orderly operation of the school. It applies to all students, school committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students, and visitors to District schools. Nothing in this Policy, however, is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other authority, or in response to violent, harmful, or disruptive behavior, regardless of whether this Policy covers the conduct.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to correct and end the conduct, prevent its reoccurrence, and protect and restore a sense of safety for the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

C. DEFINITIONS

The definitions of terms used in this Policy, including descriptions of conduct this Policy prohibits, appear in the "Glossary of Terms."

III. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. Complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, pregnant or parenting status, gender identity or expression, sexual orientation, physical appearance, physical, mental, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
3. Ensuring that (s)he does not bully another person;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

B. Each School Employee, Independent Contractor and School Volunteer is ALSO responsible for:

1. Responding appropriately when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. Cooperating with the District's efforts to prevent, respond effectively to, and eliminate harassment, bullying, discrimination, and hate crimes; and
3. Promptly reporting all information s(he) knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct.

IV. PROTECTION AGAINST RETALIATION

The District will take appropriate steps to protect from retaliation persons who take action consistent with this Policy, or who report, or file a complaint or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action.

V. REPORTING AND RESOLUTION PROCESS

A. DESIGNATED OFFICIALS FOR REPORTING

1. In Each School Building

The school principal or the District's Equity Coordinator is responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity Coordinator, Lyn Jacques, 5 Highland Street, Amesbury, MA, 978-388-0507.

2. For the Central Administration

The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

B. REPORTING PROCEDURES

1. Any school employee, independent contractor, or school volunteer who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred must promptly report the alleged incident(s) to a designated official.
2. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred is strongly encouraged to and should promptly report the incident(s) to a designated official. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to a designated official.
3. Any school community member may also report possible incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal, the District Equity Coordinator or to the Superintendent. Students or other persons may also make anonymous reports.
4. Upon receipt of a written or oral report or complaint, the principal (or his/her designee) and the District Equity Coordinator will promptly notify one another of the facts alleged and any initial action taken.
5. When a report or complaint involves physical injury, the principal (or his/her designee) will promptly report the incident to the Superintendent.
6. All complaints or reports about a violation of this Policy must be documented on the District's "Reporting/Complaint Form". The form is available at the front office of each school and at the central office. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school principal (or designee) who receives the oral complaint or report will promptly prepare a written report, by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
7. On the District's Reporting/Complaint Form, the principal (or designee) will summarize any initial action taken and forward a copy to the District Equity Coordinator.
8. Reporting Sexual Abuse and Other Serious Criminal Conduct
 - a. General Laws Chapter [119, Section 51A](#), makes administrators, teachers, school nurses, guidance counselors and other school staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under G.L. c. [119, Section 51A](#), a school staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, guardian, school staff member, or other

caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the school to accept those reports, who, in turn, must promptly report the abuse to the DCF.

b. The principal, Equity Coordinator and/or Superintendent will report certain forms of sexual harassment and conduct (i.e., unwanted sexual touching or sexual assault) that may constitute a crime to the local police.

c. The principal, Equity Coordinator and/or Superintendent will report physical injury, destruction of public property, potential hate crimes, certain bullying conduct and other acts of a criminal nature to the local police for criminal investigation.

C. FILING A COMPLAINT OR REPORT

1. The complainant or reporter files a written complaint or report with a designated official, using the District's Reporting/Complaint Form, identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.

2. A complainant or reporter may also file an oral complaint or report. In those circumstances, a designated official will complete the District's Reporting/Complaint Form based on the oral information, using, to the extent practicable, the complainant or reporter's own words. The complainant will sign the Reporting/Complaint Form.

D. PROCEEDINGS

STEP ONE

1. The designated official will separately meet in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will talk about the formal process, explain the prohibition against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

STEP TWO

2. A designated official will conduct an investigation in accordance with the procedures described in Section E, Investigations.

STEP THREE

3. The designated official, in consultation with the District Equity Coordinator, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the

investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.

4. The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.

5. The principal, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent (if the subject of the complaint is an assistant principal or principal) or school committee (if the subject of the complaint is the superintendent) will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct, and state and federal law.

STEP FOUR

6. The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

7. If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.

8. File Retention: If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.

9. If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

10. Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

STEP FIVE

11. A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

12. The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

13. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

E. INVESTIGATIONS

1. Prompt and Thorough Investigations: The school or District, through a designated official, in consultation with the District Equity Coordinator, will promptly investigate all reports or complaints of an alleged violation of this Policy (even where the offender is unknown), as set forth below. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint. No complaint is considered frivolous; on the other hand, culpability is never presumed. These procedures are intended to protect the rights of a target and the rights of a wrongfully accused individual.

2. Emergencies: School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

3. Opening Investigations: Upon receipt of a report or complaint, a designated official, in consultation with the District Equity Coordinator, will promptly undertake an investigation or authorize a third party designated by the District or school to undertake an investigation.

4. Investigative Procedure: The designated official investigating the incident will gather and preserve evidence, and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or other acts of a serious criminal nature, the designated official will confer with the local police department or other law enforcement agencies prior to gathering or preserving evidence to determine if the incident requires law enforcement involvement. Until the designated official confers with the local police, however, s(he) will secure the evidence from contamination or removal. The investigation will generally consist of personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident or circumstances giving rise to the report or complaint. Interviews will be conducted in a manner that protects the privacy of individuals to the extent practicable under the circumstances. The designated official should take notes during interviews, or prepare them soon

thereafter, for the purpose of maintaining accurate records. The designated official will also generally review and evaluate any other information or document, including video recordings, voice mails, e-mails, instant messages, information regarding any prior incident(s) committed by the subject of the complaint, or any other item deemed relevant to the allegations.

5. Communication During Investigation: Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.

6. Time for Investigations: The designated official will complete his/her investigation as soon as practicable after (s)he receives the complaint or report.

7. Ensuring Safety During Investigation: The designated official, in consultation with the District Equity Coordinator, will take any step s(he) determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation. Those steps for students may include, but are not limited to, ordering interim disciplinary action under the Student Code of Conduct, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment, instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities, and monitoring compliance and reporting non-compliance of protective orders issued by a court. Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.

8. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.

9. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded, or limited, depending on the circumstances and the availability of information from other sources.

10. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

F. BASIS FOR DETERMINING WHETHER POLICY VIOLATED

A designated official, in consultation with the District Civil Rights Coordinator, will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.

G. CONFIDENTIALITY

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and its Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable and state and federal confidentiality laws and student record regulations.

VI. DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the District Equity Coordinator, concludes that the subject of the complaint has violated this Policy, the District will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies and state and federal law.

B. ACTION CONCERNING STUDENTS

Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the target; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations classes; mandatory counseling, or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law. In appropriate cases, the District may contact law enforcement agencies or other state agencies.

Discipline for Students with Disabilities

The District will comply with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). Students who receive their education pursuant to an IEP may not be removed from his or her current placement for more than 10 school days without a determination as to whether or not the behavior that forms the basis of the disciplinary action is related to the student's disability. The District Director of Special Education will be notified regarding the discipline of any student with a disability. For more information regarding the discipline of students with disabilities please contact the Director of Special Education, Lynn Catarius at 978-388-0531.

Discipline for Students with a 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq. School personnel may not suspend a student on a 504 plan for more than ten (10) school days without first conducting a manifestation determination. For more information on the discipline of students on 504 plans, contact the Equity Coordinator, Lyn Jacques at 978-388 0507.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment termination, supervision, training, and counseling.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with the District or school, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to District schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitor's access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

The District will employ a variety of prevention and remediation strategies to maintain to the extent practicable a safe school climate conducive to learning, and ensure that all school community members assume responsibility for their behavior and its consequences.

H. ACTION CONFORMING TO LAW AND APPLICABLE CONTRACTS

Any disciplinary or corrective action taken for violation of this Policy will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal law, and District policies. The District will contact law enforcement agencies if and as appropriate.

VII. ADDITIONAL PROVISIONS

A. OVERSIGHT OF DISTRICT'S COMPLIANCE WITH POLICY

The District designates Lyn Jacques as the District Equity Coordinator who, under the supervision of the Superintendent, will ensure the successful administration of and compliance with this Policy. The District will post conspicuously in the central office and in each school the District Equity Coordinator's name and his/her mailing address, telephone number and email address. The District Equity Coordinator's responsibilities include:

1. Maintaining complaint and investigation records under this Policy and of Informal and Formal Proceedings;
2. Maintaining and regularly analyzing documentation of incidents of harassment, bullying, discrimination, retaliation, and hate crimes throughout the District;
3. Advising and assisting with and/or conducting investigations of complaints and reports of violations of this Policy;
4. Regularly assessing the need for and arranging training of school and District personnel and students on the requirements of and compliance with this Policy;
5. Assisting the Superintendent in regularly reviewing the effectiveness of the District's efforts to correct and prevent harassment, bullying, discrimination, retaliation, and hate crimes and proposing improvements in those efforts, consistent with 603 CMR [26.07](#) (1) & (4);
6. Ensuring that appropriate District and school officials are informed about violations of this Policy and the adequacy of the response;
7. Reviewing this Policy annually for compliance with state and federal law and updating it as necessary; and
8. Ensuring that s(he) and the District and school Title II, Title VI, Title IX and Section 504 coordinators are provided appropriate training to serve in this capacity and receive regular updates on changes in laws, regulations, policies and procedures concerning harassment, bullying, discrimination, retaliation, and hate crimes.

B. POLICY DISSEMINATION

1. At the beginning of each school year, the District will distribute this Policy to all school employees, provide a summary of the Policy to volunteers and independent contractors, and publicize the Policy within the school community.
2. The District and its schools will incorporate a summary of this Policy in the Student Handbook and in each school's code of conduct, and explicitly state that a violation of this Policy is subject to disciplinary action under the school's code of conduct. These documents will be provided to students, parents and guardians each year and will inform them of this Policy in the same manner that they inform parents and students of other policies. The Superintendent will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §370 of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.
3. The District will ask each student (if in grade 5 and over) and his/her parent or guardian to provide written confirmation that they received, read and understand the Student Handbook that includes a summary of this Policy, and agree to comply with the Handbook's provisions.
4. To the extent practicable, the District will translate a summary of the Policy into the non-English languages spoken at home by a significant number of parents or guardians of District students.
5. The District will post this Policy and a summary of the Policy on its District's website and conspicuously in each school building in areas easily accessible to students and staff.

C. TRAINING OF SCHOOL EMPLOYEES AND STUDENTS

1. The District will provide in-service training at least annually for all school employees, independent contractors, and school volunteers regarding the prevention and appropriate methods for reporting and responding to harassment, bullying, discrimination, retaliation, and hate crimes; their responsibilities under the Policy; requirements imposed by state and federal civil rights and education laws, including CMR 26.00; and the District's mission, goals and requirements under this Policy.
2. The District will provide education at least annually for all its students in the fifth through twelfth grades regarding how to identify, report and file a complaint or report under this Policy; their rights and responsibilities under civil rights and education laws; and the District's goals and requirements under this Policy. The District will also provide instruction at least annually to all students in kindergarten through fourth grade regarding how to identify and report harassment and bullying.
3. The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71, §370 and related guidelines issued by the Department of Elementary and Secondary Education.

LEGAL REMEDIES

Any school community member may also pursue legal remedies or other avenues of recourse, including filing a complaint with the Massachusetts Department of Elementary and Secondary Education (Problem Resolution System), at (781) 338-3700; the Massachusetts Office of Attorney General, Civil Rights Division, at (617) 727-2200; the Office of Civil Rights of the United States Department of Education, at (617) 963-2917, the Massachusetts Commission Against Discrimination, at (617) 994-6000 or the Equal Employment Opportunity Commission, at 1 800-669-4000; filing a civil lawsuit; or pursuing criminal prosecution.

GLOSSARY OF TERMS

AGGRESSOR

A student or staff who engages in bullying, cyberbullying, or retaliation.

BULLYING

Bullying, as defined in M.G.L.c. [71 & 370](#) is the repeated use by one or more students, or members of school staff, of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying. (See Student Code of Conduct for how the District addresses bullying not covered by this Policy.)

COMPLAINANT

A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

CYBER-BULLYING

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

DISABILITY

A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (c) is regarded as having an impairment, or (d) has an individualized education program (IEP).

HARASSMENT

Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, gender identity, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment. A single incident, depending on its severity, may include: Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;

- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks);
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites;
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint).

HAZING

The term "hazing" shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

SEXTING

Sexting is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

INDEPENDENT CONTRACTOR

Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

NATIONAL ORIGIN

A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

RETALIATION

Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

REPORTER

A person reporting an incident who is a third party and not the target of the alleged conduct that violates the Policy.

SCHOOL COMMUNITY MEMBER

Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

SCHOOL EMPLOYEE

Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

SCHOOL-RELATED ACTIVITY

Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility for students; or where students are using school transportation or are at a designated school bus stop.

SCHOOL VOLUNTEER

Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

STAFF

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

[1] Whenever this policy refers to any time frame, it shall mean as soon as practicable under the circumstances.

[2] **Any other conduct harmful to school climate and subject to discipline is governed by the Student Code of Conduct and other District policies.** This Policy only covers conduct directed at a target because of his/her race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability, or to bullying behavior. **See Glossary of Terms.**

[3] Where there is a felony complaint or conviction of a student involving reported or complained-of conduct in violation of this Policy, the principal of the school where the student is enrolled may decide to proceed under the requirements of General Laws Chapter 71, § 37H 1/2.

[4] Pursuant to state law, bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Legal Refs.: M.G.L. c.71, §37H & 37H 1/2

M.G.L. c.119, §51A

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR 26.07 (1) & (4) & CMR 26.00

Replaces: JFCB/GBCBC & GBCBC/JFCB

Adopted: 2005

Revised: 2006; 2007; 2008; 2010; 2011; 2012; 2017; 2020

JFCD/GBCBD - SEXUAL HARASSMENT

The Amesbury Public School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age, or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy.

The Amesbury Public School District prohibits sexual harassment of school district employees, applicants for employment, or students by any employee, student, or non-employee who conducts business with the school district. This policy applies to conduct during and relating to school, school sponsored activities, and school district business. The Amesbury Public Schools consider sexual harassment in the work and educational environment to be inappropriate and offensive.

Definition of Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, in any form such as e-mails, instant messages, sexting via cell phone or websites, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made, either expressly or by implication, a term of condition of any individual's employment or educational program;
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment or educational decision affecting the individual;
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive working or educational environment or of adversely affecting the employee's or student's performance, advancement, assigned duties or any other condition of employment, career development, or educational programs;
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, assignments, programs or activities available in the work environment or through the educational institution.

Examples of conduct which may constitute sexual harassment, whether committed by a supervisor, any other employee of the schools, student, or any non-employee doing business with the Amesbury Public Schools, include but are not limited to:

1. Leering, staring, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading description
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, stories, drawings, pictures or gestures via cell phone or any other electronic form (sexting) that disrupt the educational or work environment
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of a sexual nature of normal movements
8. Displaying sexually suggestive objects in the educational or work environment

Discipline/Consequences

Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in the sexual harassment of students may be subject to disciplinary action up to and including dismissal. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and District Equity Coordinator shall be disciplined appropriately.

The Amesbury School System's ability to discipline a non-employee will be limited by the degree of control that the Amesbury Public Schools has over the alleged harasser or employer of the alleged harasser.

Reporting Procedure/Investigation

1. The Amesbury Public Schools encourages and expects employees and students to report incidents of sexual harassment to their building principal and/or designee and the District Equity Coordinator for the Amesbury Public Schools, Elizabeth McAndrews, 5 Highland Street, Amesbury, 01913, 978-388-4800.
2. Any building principal or designee who receives a complaint, verbally or in writing must notify the District Equity Coordinator within twenty-four (24) hours or within a reasonable extension of time thereafter for good cause.
3. No complainant shall be required to report an allegation of sexual harassment to the individual who is the harasser.
4. It may be possible to resolve an offensive situation informally without an extensive and involved investigation. However, any involved parties may request a formal investigation at any time. Based on the seriousness of the charge, the District Equity Coordinator may decide that a formal investigation is most appropriate to address the issues. Also, the informal procedure may be inappropriate for subsequent allegations of similar conduct by the same individual. Steps taken under this informal procedure will be documented by the District Equity Coordinator.
5. Upon receipt of an allegation of sexual harassment, an investigator will initiate an investigation into the complaint within forty-eight (48) hours.

6. The Amesbury Public Schools will designate specific employees at each school who are trained to investigate sexual harassment complaints. All complaints will be resolved within thirty (30) days.

7. Verbal reports of sexual harassment will be put in writing by the individual complaining or by the person who receives the complaint

8. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances

The investigation will consist of personal interviews with the complainant(s), the individual(s), against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether "alleged conduct" constitutes a violation of this policy, the Amesbury Public Schools shall consider the surrounding circumstances: the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

9. The complaint investigator will put his/her findings in writing and will forward a copy to the Title IX Compliance Manager within one week or a reasonable extension of time thereafter for good cause after concluding the investigation.

10. The investigator will communicate his/her findings to the complainant and the alleged harasser as expeditiously as possible.

11. Results may be indeterminate. If so, the matter will be recorded as unresolved and the record of the investigation will be maintained by the Amesbury Public Schools separate and apart from any student or personnel file.

Appeals Procedure

A party may appeal the Title IX Compliance Manager's decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure. The Title IX Compliance Manager's decision will be reviewed to ensure adequacy of the investigations and conclusions. Parties will be given an opportunity to submit additional relevant information. The Superintendent will make a decision and provide it in writing to involved parties within thirty (30) school days.

Corrective Procedures

Upon completion of an investigation and substantiation of the alleged harassment the Amesbury Public Schools will take appropriate corrective action. Such action may include, but is not limited to, an apology, direction to stop the offensive behavior, counseling or training, warning, suspension, exclusion, expulsion, transfer, remediation, termination of employment.

Sexual Harassment

The Amesbury Public Schools district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal laws and Amesbury Public School policies.

The result of the Amesbury Public School's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the Amesbury Public Schools in accordance with state and federal laws regarding data or records privacy.

The result of the Amesbury Public Schools' investigation of each complaint filed under these procedures will be reported in writing to the alleged harasser by the Amesbury Public Schools in accordance with state and federal law regarding data or records privacy.

Retaliation

Any employee who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be subject to disciplinary action up to and including dismissal.

Any student who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of any complaint of sexual harassment will be subject to disciplinary action up to and including expulsion.

Any non-employee doing business with the Amesbury School District who retaliates against any individual who has made a complaint of sexual harassment or participated in an investigation of a complaint of sexual harassment will be disciplined subject to the extent that the Amesbury Public Schools has control over the non-employee or his/her employer.

Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Massachusetts Dept. of Elementary and Secondary Education, Massachusetts Commission Against Discrimination, Equal Employment Opportunity Commission, and the Office of Civil Rights of the U.S. Dept. of Education, J. W. McCormack, POCH, Room 222, Boston, MA 02109, telephone: 617/223-9662, initiating civil action or seeking redress under criminal statutes and/or federal law.

Sexual Harassment as Child Abuse

Under certain circumstances, alleged sexual harassment may also constitute abuse or neglect under M.G.L. c.119 51A. If so, the requirements for mandatory reporters under that statute are not abrogated by this policy.

Legal Refs.: M.G.L. c.71, §37H & 37H 1/2

M.G.L. c.119, §51A

Section 504, Rehabilitation Act of 1973

29 U.S.C. §794

34 C.F.R. 104 et. seq.

603 CMR [26.07](#) (1) & (4) & CMR [26.00](#)

Adopted: 1996

Reviewed: 2003; 2004

Revised: 2007; 2008; 2010; 2011; 2012

ACA - NONDISCRIMINATION ON THE BASIS OF GENDER

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of gender in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to gender, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. This person is Lyn Jacques. She can be reached at 978-388-0507.

All students and employees will be notified of the name and office address and telephone number of the compliance officer.

45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE 603 CMR 26.00

Cross Ref.: AC Nondiscrimination

Adopted: 2012

JFCH - DRUG AND ALCOHOL USE BY STUDENTS

The Amesbury School Committee recognizes that the use of alcohol and other drugs and the problems associated with it are becoming increasingly commonplace in our society and among youth. One's own chemical use or that of a family member or friend can have serious and lifelong consequences.

The Amesbury School Committee recognizes that students often need education, assistance and support because of their own drug use or because of drug-related problems in peers and family. The school

system is committed to providing education and assistance to any student in need. Also, many students require support for their decision to remain drug free. All students are required to take a health course as part of the high school graduation requirements. Instruction through this course will include the education of students about the dangers of substance use and abuse. In addition, the district will provide students with access to various staff members (e.g. school adjustment counselor, school resource officer, guidance counselor, administration, teachers) to assist with the prevention of substance use.

The Amesbury School Committee believes that to take steps to promote, enhance and maintain a drug free school system and student body is in the best interest of the community. Together with parents and the community at large, it shares responsibility for helping students remain drug free.

The possession, use, delivery, transfer, or sale of alcoholic beverages or controlled substances including synthetic drugs by students, while in school, prior to or during school sponsored events, or within a radius of 1,000 feet of school property, is illegal and is expressly forbidden.

The Amesbury Public Schools and the Amesbury Police Department jointly execute the conditions set forth in the Memorandum of Understanding, signed annually.

Legal Ref: M.G.L. [c94c:31](#)

PL 101-226; 5145 Drug-free Schools and Communities Act Amendments of 1989

Adopted: 1991

Revised: 1993, 1996, 2006, 2013, 2016

Reviewed: 1998, 2003

JH - STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal or his/her designee will notify a student's parent/guardian daily of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Recognizing the importance of consistent daily attendance in schools, those students who do not maintain consistent regular attendance in school may be subject to disciplinary action.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

Updated: January 7, 2019

JKAA - PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with

extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

JIC - STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based

strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

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

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or

parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

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

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

Student Support, Care & Education Services: Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School

SECTION 1. Section 37H of chapter 71 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by striking out subsection (e) and inserting in place thereof the following 3 subsections:-

(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 educational 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 and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from 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.

SECTION 2. Section 37H½ of said chapter 71, as so appearing, is hereby amended by striking out the last paragraph and inserting in place thereof the following paragraph:-

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.

SECTION 3. Said chapter 71 is hereby further amended by inserting after section 37H½ the following section:-

Section 37H¾. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H½.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the

student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect.

The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

SECTION 4. Section 1 of chapter 76 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by striking out, in lines 2 to 13, inclusive, the words “, except a child between fourteen and sixteen who meets the requirements for the completion of the sixth grade of the public school as established by said board and who holds a permit for employment in private domestic service or service on a farm, under section eighty-six of chapter one hundred and forty-nine, and is regularly employed thereunder for at least six hours per day, or a child between fourteen and sixteen who meets said requirements and has the written permission of the superintendent of schools of the town where he resides to engage in non-wage-earning employment at home, or a child over fourteen who holds a permit for employment in a cooperating employment, as provided in said section eighty-six.”.

SECTION 5. Said section 1 of said chapter 76, as so appearing, is hereby further amended by striking out, in line 14, the words “said town” and inserting in place thereof the following words:- the town the student resides.

SECTION 6. Said section 1 of said chapter 76, as so appearing, is hereby further amended by striking out the fourth paragraph.

SECTION 7. Said chapter 76 is hereby further amended by inserting after section 1A the following section:-

Section 1B. The school committee of each city, town or regional school district shall have a pupil absence notification program in each of its schools. The program shall be designed to ensure that each school notifies a parent or guardian of the child’s absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence.

Each school committee shall have a policy of notifying the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The notification policy shall require that the school principal or headmaster, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or headmaster, or a designee, the student and the student’s parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

SECTION 8. Section 18 of said chapter 76, as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following 3 paragraphs:-

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student’s tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and

English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent or guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

The department of elementary and secondary education shall: (i) publish a model protocol for conducting exit interviews with students; and (ii) compile and maintain a list of research and information relative to the consequences of dropping out, the benefits of earning a high school diploma and a list of alternative education resources and programs available to the student, in addition to those that the district may provide, that schools shall present at the exit interview.

SECTION 9. Said chapter 76 is hereby further amended by inserting after section 20 the following section:-

Section 21. Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies, education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall

facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

Instructional costs associated with providing alternative educational services under this section shall be eligible for reimbursement under section 5A of chapter 71B, subject to appropriation. The reimbursements shall be in addition to amounts distributed under chapter 70 and shall not be included in the calculation of base aid, as defined in section 2 of said chapter 70, for any subsequent fiscal year. Instructional costs eligible for reimbursement shall include only those costs directly attributable to providing alternative educational services under this section, such as salary of educational personnel, salary of related services personnel, costs for specialized books, materials or equipment, tuition costs, if the student is receiving services from other than the local public school, consultant costs if directly attributable to the student's instructional program and instructional costs of extended day or year services if such services are a part of the education service plan. Such costs shall be prorated as appropriate to reflect group activities or costs for part-time services. Instructional costs shall not include transportation costs, administrative or overhead costs, the costs of adapting classrooms or materials that are used by more than 1 student, the costs of fringe benefits of personnel employed by the school district, nor the costs associated with the development of the education service plan or service coordination for the student. Instructional costs associated with an education service plan shall be reported to and approved by the department and shall be reimbursed according to the formula and procedures in said section 5A of said chapter 71B.

SECTION 10. The department of elementary and secondary education shall submit an annual report to the chairs of the joint committee on education on the cost of providing reimbursement for instructional costs associated with providing alternative educational services under section 21 of chapter 76 of the General Laws that would not otherwise be reimbursed under section 5A of chapter 71B of the General Laws.

SECTION 11. The department of elementary and secondary education shall issue a report on the costs of implementation of this act not later than November 30, 2013. The department of elementary and secondary education shall file a report with the clerks of the senate and House of Representatives, who shall forward the report to the chairs of the joint committee on education and the senate and house committees on ways and means. SECTION 12. Sections 1 to 10, inclusive, shall take effect on July 1, 2014.

JHCA - ALLERGIES IN THE SCHOOL SETTING

The Amesbury Public Schools is committed to providing a safe and healthy school environment for all students. Allergies can be a significant health problem or life threatening for some students. The presence of food in all classrooms with the exception of classrooms that teach cooking as part of the

curriculum is not permitted. Any exceptions to this policy must be approved by the building principal. Open food is not allowed on busses or vans.

Successful allergy management is a partnership among the parent/guardian(s), the student, the prescribing physician and the school system. It is the responsibility of the parent to notify their child's school of their child's allergies at the beginning of each school year. The student's physician must be involved in the diagnosis and treatment plan that the school will follow for students with allergy intolerance while in the school or at any school-sponsored event. The plan must be reviewed annually and revised as needed. No student will be excluded from school activities based solely on his/her allergies.

Legal References: MGL [71:37](#)

Legal Issues in School Health Services

Adopted: 2001

Revised: 2003, 2007, 2008

Reviewed: 2013

JHCA-R - ALLERGIES IN THE SCHOOL SETTING

PURPOSE:

The Amesbury Public Schools are considered "peanut sensitive/peanut aware." We recognize that it is not possible to eliminate all possible exposures. The purpose of these guidelines are to minimize the risk of exposure to allergens that pose a threat to the students in the Amesbury Public schools, provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities, and to educate the school community about life-threatening allergies (LTAs). The focus of this district-wide allergy management plan is prevention, education, awareness, communication and emergency response.

The consumption of food on routine bus routes is prohibited. Food may be allowed on longer trips with appropriate supervision by school personnel and for students with special health needs requiring the consumption of food at non-meal times.

School nurses may provide food to students when a student's medical status indicates a need.

ROLE OF PARENT/GUARDIAN:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after a new allergy is diagnosed). Notification of student allergies is accomplished through the Student Emergency cards, which are sent home at the start of the school year or when a new student enters the district. Cards are completed by the parent/guardian.

- Provide the school nurse with the medical documentation from your primary care provider with medication orders before your child enters school, or immediately after a diagnosis of life threatening allergy is made.
- Provide the school nurse with written permission to share this information with appropriate staff.
- Participate in developing an Individualized Health Care Plan (IHCP) and Allergy Action Plan (AAP) with the school nurse. Include a recent photograph of the child for the AAP. This plan can include a mechanism for ongoing communication with school staff.
- Provide the school nurse with at least annual updates on your child's allergy status.
- Provide the school nurse with written permission to communicate with the child's health care provider.
- Provide the school with at least two up-to-date epinephrine auto-injectors.
- Provide the school nurse with the licensed provider's statement if student no longer has allergies.
- Provide the school with a way to reach you (cell phone, beeper, etc.).
- Provide a list of foods and ingredients to avoid.
- Consider providing a medical alert bracelet for your child.
- Investigate field trip destinations for potential issues that may pose a risk, and inform child's teacher if you have any concerns.
- Review the list of student responsibilities with your child and be sure he/she understands his/her role.

Remember - the ultimate goal is that our children eventually learn to keep themselves safe by making good choices and advocating for themselves.

SCHOOL ADMINISTRATOR/DESIGNEE RESPONSIBILITY:

- Apply to the Massachusetts Department of Public Health for "Registration and Administration of Epinephrine" as described in 105 CMR 210.000. This registration is granted for a two-year period and involves the training of unlicensed personnel to administer epinephrine by auto-injector to individuals (with a diagnosed life-threatening allergy) experiencing a life-threatening allergic event.
- Include in the school district's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions.

- Develop procedures to assist schools at each level (elementary, middle and high) to adapt or modify the plan to meet special needs of individual students. Consider risk reduction for life-threatening allergies.
- Provide school staff, including substitute teachers, teacher assistants, and volunteers with a copy of Policy JHCA, its regulations, and exhibits.
- Ensure that an IHCP for each child with a LTA is created and implemented.
- Ensure that parent/guardians and/or classroom teachers will not bring food into classrooms for distribution to students on a regular basis.
- Entertain permission for special classroom events that include the consumption of food. Permission must first be obtained from the principal. The teacher will send home a notice of the event and will require written consent from a parent/guardian to allow their child to participate. For all school functions sponsored by auxiliary groups, the consumption of food will be allowed on an individual basis as described in that school's handbook.
- Monitor satisfaction of cleaning protocol for classrooms, cafeteria, and other areas in the school building.
- Provide emergency communication devices (e.g., two-way radio, intercom, walkie-talkie, cell phone) for all school activities, including transportation, that involve a student with life-threatening allergies.
- Support faculty, staff and parents in implementing all aspects of the life-threatening allergy management plan. Provide annual training and education for faculty and staff regarding:
 - o Anaphylaxis/anaphylactic reactions to foods, insect stings, medications, latex
 - o Risk reduction procedures
 - o Emergency procedures
 - o How to administer an epinephrine auto-injector in an emergency
 - o Cafeteria management and food preparation for food service personnel
- Track education of all involved parties to ensure that they have been properly trained and updated.
- Have a plan in place when there is no school nurse available.
- Make sure that plans include notification and training, as indicated, of substitute teachers, substitute nurses and food service personnel.
- Provide guidance on district-wide issues such as transportation.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.

- Review each emergency event involving the administration of epinephrine. The nurse leader and administration, with input from the school nurse, will determine the effectiveness of the process, why the incident occurred, what worked and what did not work in the district plan and procedures.
- Introduce and include relevant new research and evidenced based practices in the annual review of the plan and procedures.

ROLE OF SCHOOL NURSE:

- Meet with the student's parent/guardian to develop a draft of an Individual Health Care Plan (IHCP) and Allergy Action Plan (AAP). This should be accomplished prior to entry into school (or, for a student who is already in school, immediately after the diagnosis of a life-threatening allergic condition).
- Obtain written parent/guardian permission to share this information with appropriate school staff.
- Assure that the AAP includes the student's name, current photo, allergen, and symptoms of allergic reactions, risk reduction procedures, emergency procedures and that it is distributed to all staff that have a "need to know."
- Post general emergency protocol and location of epinephrine auto-injectors. Epi-Pens should be kept in a safe, accessible and reasonably secure location that can be properly supervised by a nurse or other authorized and trained staff member.
- Provide information to substitute teachers of those students in their classroom who have LTAs. This information includes the AAP.
- Periodically check medications for expiration dates and arrange for them to be current.
- Make arrangements for ambulance transportation to the nearest emergency facility for the evaluation of any student who was administered epinephrine, even if the symptoms have subsided. The student's parent/guardian will be contacted immediately.
- Complete the Massachusetts Department of Public Health's Epi-Pen administration form, in the event of Epi-Pen administration. Forward form to Nurse Leader before end of work day.
- Review the event and the appropriateness of the intervention with the nurse leader.
- Arrange periodic follow-up to review effectiveness of the IHCP, at least on an annual basis, or as often as necessary.
- Make sure that substitute school nurses are fully oriented to students with life-threatening food allergies and their care plans.
- Communicate with parents on a regular basis to assure all required information is current and available. Communication will include student readiness for self- administration.

ROLE OF TEACHER:

- Participate in district's annual education program on life threatening allergies.
- Maintain a list of all students in classroom with LTAs.
- Keep accessible the child's emergency plan with photo (where possible) in classroom (with parent's permission) or keep with lesson plan.
- Inform volunteers, student teachers, aides, specialists and substitute teachers about the child's food/other allergies and necessary safeguards by both verbal communication and in an organized, prominent and accessible written format.
- Coordinate with the parent/school nurse on providing a lesson plan about food allergies for the class and discuss anaphylaxis in age appropriate terms, with child's permission.
- Inform parents about events involving food and secure written permission for their student's involvement.
- Provide school nurse with adequate warning about school-sponsored off-site activities.

ROLE OF SUBSTITUTE STAFF:

- Participate in district's annual education program on life threatening allergies.
- Obtain information (AAP) from school nurse as to which students have LTAs in their classrooms each time they substitute. Return this information to school nurse by end of work day.
- Obtain a building specific list of Epi-Pen locations from school nurse.

ROLE OF FOOD SERVICE MANAGER:

- Participate in district's annual education program on life threatening allergies.
- Follow safe food handling practices to prevent cross contamination with potential food allergens.
- Follow cleaning and sanitation protocols.

ROLE OF STAFF WHEN OFF-SITE:

- Participate in district's annual education program on life threatening allergies.
- Maintain a list of all students in their charge who have LTAs.
- Coaches will be told of any students on their teams who have LTAs, will be trained in Epi-Pen administration and will encourage these students to carry the pens to all practices and events.
- Responsible students will be permitted to carry their own Epi-Pens.

ROLE OF STUDENT:

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- When self-administration is allowed, students should agree to keep their emergency medications on their person or immediately under their control and supervision at all times.

TRANSPORTATION STAFF RESPONSIBILITY:

- Maintain a policy of not permitting food to be eaten on school buses/vans.
- Provide functioning emergency communication devices.
- Know how and when to activate emergency medical services (EMS)
- Alternate transportation may be provided on a case by case basis.

The usual transportation fee will apply. Parents will be required to furnish written documentation by the students' attending physician stating that the student's LTA is so severe that the student requires alternate transportation.

Legal References: MGL: [71:37](#)

105 CMR 210.000

FERPA

Legal Issues in School Health Services

Adopted: 2001

Reviewed: 2003; 2013

Revised: 2007; 2008

KI INFORMATION

The Amesbury School District, in cooperation with the Massachusetts Department of Public Health has decided, with parent permission, to make Potassium Iodide (KI) available to staff and students prior to evacuation to our designated host facility which is Methuen High School. The school committee has given approval for this distribution,

Participation of students in the distribution is VOLUNTARY, Student participation will require parental/guardian signature on the consent forms. Trained school personnel will administer Potassium Iodide pills. This consent form is reviewed annually. If you have any questions, please contact this office, the school nurse in your building and/or call Robert Walker at the Massachusetts Department of Public Health at 617-727-6214. We strongly urge you to read the Emergency Public Information Calendar that was distributed by the Massachusetts Emergency Management Association (MEMA), visit the website at www.state.ma.us/dph/rep, or call MEMA at 800-982-6846.

Reason for Taking Potassium Iodide In case of an accident at a nuclear power plant or what is known as a radiological emergency, radioactive iodine will be released into the air. The material may be inhaled or ingested and enter the thyroid gland where it can cause cancer and/or disease. Children and infants are the most vulnerable to this occurrence. When taken by pill, Potassium Iodide (KI) floods the thyroid with non-radioactive iodine and prevents the thyroid from absorbing the radioactive material.

Potassium Iodide needs to be given before or shortly after exposure to radiation. Potassium Iodide works only to prevent the thyroid from absorbing radioactive iodine.

Potential Side Effects of Potassium Iodide It is possible to experience any or all of the following side effects when taking Potassium Iodide:

- Upset stomach
- Rash
- Allergic Reaction

Risks of Taking Potassium Iodide Taking Potassium Iodide is safe for most people. Potassium Iodide should not be taken if someone:

- Is Allergic to iodine
- Has Graves Disease
- Has any other thyroid illness
- Takes thyroid medication

Administration of Potassium Iodide Potassium Iodide will only be given:

- In case of a radiological emergency
- If it is recommended by public health officials
- If a parent/guardian signs a consent form for a child

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Pursuant to 603CMR 23 and under The Family Educational Right and Privacy Act (FERPA) (20 U.S.C. 1232g, 34CFR Part 99) student records may be reviewed and released under the following conditions: 1. Log of access shall be kept as part of each student's record. The log shall indicate all persons

who have obtained access to the student record stating: name, position and, if a third party, the affiliation, if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student information is to be deleted or released, this log requirements shall not apply to:

a. Authorized school personnel who inspect the record;

b. Administrative office staff and clerical personnel who add information to or obtain access to the student record; and

C. School nurses who inspect the student health record. 2. Access of Eligible students and parents. 3. Access of Authorized School personnel 4. Access of third parties. Except for the provisions of 603 CMR 23.07 (4)(a) through 23.07.(h), no third party shall have access to information in or from a student record without written consent from parent/guardian except:

a. School release of director information provided that the school gives public notice of

types of information it may release and allows parents/guardians reasonable time that

information not be released. b. Upon receipt of a court order or lawfully issued subpoena.

Receipt of request from Department of Children and Family Services, probation office, court justice, or Department of Youth Services. d. Federal, state and local education officials and their authorized agents. e. Health or safety emergency necessary to protect the health or safety of student or other individuals. Upon notification of law enforcement that a student or former student has been reported as missing. g. Authorized school personnel of the school to which the student seeks or intends to transfer to h. School health personnel or local and state health department personnel shall have access to student health records, including but not limited to immunization records. 5. Access procedures for Non-Custodial Parents.

a. A non-custodial parent is eligible to obtain access to student records unless:

i. parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

ii. the parent has been denied visitation or has been ordered to supervised visitation, or

iii, the parent's access to the student or custodial parent has been restricted by a temporary or permanent protective order.

b. In order to obtain access, the non-custodial parent must submit a written request for the

student record annually. The initial request must include the following: a certified copy of the court order or judgment relative to the custody of the student that the requesting parent is eligible to receive access or a court order that specifically orders that the records be made available to the non-custodial parent, and; an affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent.

C. The non-custodial parent must submit a written request for access each year.

Upon receiving the request the school must immediately notify the custodial parent, in the primary language that it will provide the non-custodial parent access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent cannot have access to the records.

e. The school will delete the address and telephone number of the student and custodial parent from the student records provided to the non-custodial parent. The records will be marked to indicate that they cannot be used to

enroll in another school. f. Upon receipt of a court order which prohibits the distribution of information the school will notify the non-custodial parent. Student records information can be obtained by setting up an appointment by calling your child's school. A school adjustment counselor and administrator will assist you in obtaining the records in the guidance reception area. If any copying of any or all of the record is involved, the school has the right to charge for copies that are being requested.

Community Relations

CHAIN OF COMMUNICATION FOR PARENT/GUARDIAN

Although no member of the community will be denied the right to bring their concerns to the School Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the issues concern Committee actions or Committee operations only.

The Committee believes that concerns are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee.

Means of communication may be in the form of a telephone call or written correspondence. Electronic email may be used with the understanding that all emails are considered public documents. The proper channeling of concerns will be as follows:

1. Concerns from parent/guardian regarding academic, behavioral or discipline issues should use the following chain of communication as a means of problem solving:
 - Teacher
 - School building administrator (assistant principal/principal)
 - Central Office (different individual depending on specific issue)
 - Director of Finance and Operations
 - Director of Teaching and Learning
 - Director of Student Services
 - Superintendent
2. Concerns from parent/guardian regarding athletic issues should use the following chain of communication as a means of problem solving:
 - Coach of the Team
 - Head Coach
 - Athletic Director
 - Principal
 - Superintendent
3. Concerns from parent/guardian regarding transportation issues should use the following chain of communication as a means of problem solving:
 - Bus company
 - Assistant Principal (if applicable)
 - Principal
 - Central Office
 - Director of Student Services (if applicable)
 - Director of Finance and Operations
 - Superintendent
4. Concerns from parent/guardian regarding all other staff issues should use the following chain of communication as a means of problem solving:
 - Principal
 - Central Office
 - Director of Student Services (if applicable)

- Director of Teaching and Learning
- Director of Finance and Operations
- Superintendent

As one moves further along the chain of communication, the staff is less directly involved and, therefore, will need time to research the situation before they can give an answer or solution. If a response is not received within 48 hours (two school days), it is recommended to move to the next level in the chain of communication. The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or the Committee must be in writing and should be specific in terms of the action desired.

The Committee may address concerns only after they have been explored by the appropriate administrative level according to the above sequences.

SOURCE: MASC

LEGAL REFS: MG.L. 76:5

603 CMR 26.00

Adopted: 2016

CF - SCHOOL COUNCILS

The Amesbury School Committee recognizes that site-based management is at the core of the Education Reform Act of 1993. The Reform Act calls for the creation of school advisory councils to work with the principals.

As envisioned in this law, each school principal shall be responsible for defining the composition of his or her school council and for convening the first council meeting no later than forty days after the beginning of school. The councils may assist principals in at least three major ways. They include: adopting educational goals, budget review and formulating a school improvement plan each year subject to the approval of the school committee.

Each school council shall have as members: the principal, who serves as one of the co-chairs, and serving in a voluntary capacity, teachers at the school, parents of students attending the school, at least one student (in the case of the high school), and other community residents who are not parents or teachers or students at the school. Parents of students attending the school shall be chosen annually for the council by an election conducted by the local parent organization under the direction of the principal. The school committee advocates that each council reflect the diversity of the school and of the community as much as possible. The size of the school council, the number and schedule of meetings, internal decision-making rules, and terms of membership shall be agreed upon within each council, subject to the confines of state and federal laws.

Regarding membership on school councils, the number of parents has to equal the number of teachers, plus the principal. The number of other persons who are not parents or teachers must not exceed fifty percent of the council's membership. At the beginning of each school year each school council must conduct elections and submit its organizational plan for school committee approval.

The school committee may grant councils additional authority in the area of educational policy except for those areas covered by collective bargaining agreements.

Legal Ref.: MGL c.71 Sec. 59c Acts of 1993

M.G.L. 30A, §§18-25 Open Meeting Law

c.66 Sec.10 Public inspection of records

Adopted: 1993

Reviewed: 2003, 2007

Revised: 2010

GBEBD - ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation. The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Superintendent or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Principal the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Principal shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the

crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23; Ethics Commission Advisory Opinion

EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest; GBEBC, Gifts To and Solicitations by

Staff; KCD, Public Gifts to Schools

SOURCE: MASC February 2018

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network.

Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

Approved 12.13.18

Revised: 2020

IGDF - STUDENT FUNDRAISING ACTIVITIES

The Committee acknowledges that many school groups seek to supplement school programs and activities by raising funds, through various activities, and donating them to the school system. While the Committee generally appreciates these endeavors, it is concerned about issues of safety and liability of schoolchildren representing an organization which solicits funds through sales or donations in the community. The Committee especially discourages activities which might involve students in door-to-door solicitation.

Such groups must also be aware that fundraising activities require coordination, with regard to both the methods and the frequency of fundraising. All groups which intend to utilize students to raise funds for any school-related activity or program shall submit, in writing, a description of the proposed fundraising project. Each proposal shall include information pertaining to the reasons for the project, methods of fundraising, coordinators, solicitors, timelines, and anticipated goals, and shall be submitted to the

principal(s) of the school(s) for approval. Any proposal that includes online fundraising and/or solicitation will be approved in compliance with school committee policy GBEBD. Principals will then forward form [IGDF-E](#) to the Superintendent's office for placement on the Master Calendar.

Any community organizations desiring to distribute flyers or other materials to students in connection with fund drives may do so only with the approval of the Superintendent.

Adopted: 1983

Reviewed: 2003; 2008; 2011

Revised: 1993; 1997; 2006; 2018

IJNDB - TECHNOLOGY AND EMPLOYEE EMAIL POLICY

TECHNOLOGY USE

Introduction

The Amesbury Public Schools shall provide access for employees, students and others to the District's electronic networks, including connections to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The network will also be used to improved productivity and to increase communication among staff, parents, the community, governmental organizations, and businesses.

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

Access to the network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all regulations and procedures governing acceptable use of the network and shall agree, in writing, to comply with such regulations. Noncompliance with these policies and procedures may result in suspension or termination of user privileges and may be subject to restitution for costs associated with hardware, software, and system restoration, as well as other disciplinary actions consistent with the policies of the Amesbury Public Schools. Violations of law may result in criminal prosecution as well as in disciplinary action by the Amesbury Public Schools.

ACCEPTABLE USE

As members of a networked community, users have specific responsibilities with regard to the efficient, ethical and legal utilization of computer devices, as well as all networked and Internet resources. All users must strictly adhere to the following guidelines and conditions of use.

Security

- Users are responsible for the proper use of accounts issued to them, such as email, Internet or access to software, and must not provide or display their passwords and login information to anyone, nor leave an application open when unattended.

- Users should change their passwords regularly and make efforts to use passwords that are unique and not easily guessed.
- Users are responsible for all activity under their account.
- Attempts to compromise the security, integrity, or functionality of the system, or possession of tools, while on school or district property, designed to do so, is a violation of this policy. This includes, but is not limited to:
 - intentional uploading or creation of computer viruses
 - unauthorized use of another user's credentials
 - deletion or alteration of another user's files or applications
 - removing protection to gain access to restricted areas
 - unauthorized blocking of access to information, applications, or areas of the network
- Any user identified as a security risk may be subject to severe restriction of, or cancellation of, privileges.
- It is a federal offense to break into any security system. Financial and legal consequences of such actions are the responsibility of the user.
- If you feel you have identified a security problem on the network, notify the MIS Department. Do not demonstrate the problem to other users.
- It is a violation of this policy to introduce or attach any software or hardware that is not owned by the Amesbury Public Schools, or specifically authorized by the MIS Department, to technology used in the Amesbury Public Schools.
- No modification to any hardware or software owned or managed by Amesbury Public Schools may be made without specific authorization by the MIS Department.

System Resources

System resources are limited and are intended to support the educational objectives of the Amesbury Public Schools.

- The use of technology systems must be consistent with and support educational objectives. Therefore activity on the network, such as Internet sites accessed, communications via email, listservs, forums or chat rooms must support the District's objectives.
- File space has its limits and users should regularly review and delete unnecessary files and email messages on the network.
- Users should make a conscientious effort to conserve district resources. Use of high-bandwidth resources, such as video-conferencing, online music, or streaming video must be related to educational goals and authorized by the MIS Department at the school or district level.
- Users are responsible for backing-up copies of documents that are important to their jobs. The District will not be responsible for loss of data.

Privacy

Communications, including voicemail messages, email, attached documents and images are not private. In theory, all records (except those specifically excluded by law), whether in electronic or hardcopy form, are subject to the Freedom of Information Act and open to public inspection.

- Amesbury Public Schools reserves the right to examine, restrict, or remove any material that is on or passes through its communication systems.
- Users are asked to use judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.
- Users may not reveal home addresses, personal e-mail addresses or personal phone numbers of colleagues or students.

Internet

The Internet provides access to schools, people and informational sites all over the world. The educational potential is limitless; however, users must understand that neither the Amesbury Public Schools nor any Amesbury Public Schools employee controls the content of the information available on the systems. The school district does not condone the use of controversial or offensive materials and cannot be held responsible for such use. The Amesbury Public Schools is in compliance with the Children's Internet Protection Act (CIPA). Filtering services are in use on all computers with access to the Internet.

- Users are expected to take individual responsibility for their appropriate use of the Internet
- Student use of the Internet must be supervised and adults must be aware that filtering does not guarantee that students will not access inappropriate sites
- All communications must be polite and use appropriate language. Swearing and vulgar language are considered inappropriate and are a violation of this agreement.
- Messages relating to, or in support of, illegal activities may be reported to local law enforcement authorities.
- Employees and students, under the direction of a teacher, may publish materials on the Internet on District approved sites that support the school district's objectives and are relevant to school-related activities. In publishing information on the Internet, users must adhere to all previously stated conditions and guidelines as well as the following:
 - An Internet web page may include pictures of students or items of student work, provided that (a) the students are not identifiable or (b) if permission from the students' parents/guardians have been received.
 - No web page will be linked to a personal web address on another server without permission from the respective employee's or student's principal.
 - Copyright laws must be adhered to. Permission to copy or use materials must be obtained from the copyright owner and must be cited. The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials.

- The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district systems is prohibited.
- Some examples of unacceptable use of district systems include:
 - Conducting commercial activities, product advertisement, political lobbying, or unethical/illegal solicitation.
 - Supporting illegal activities, such as the illegal sale or use of drugs or alcohol, criminal gang activity or threats, intimidation or harassment of any other person or for any activity prohibited by district policy.
 - Accessing, distributing or selling files or web sites that contain pornographic or obscene pictures, videos, stories, or other material; or exposing others to such material.
 - Purchasing goods or services, without authorization, that requires one to submit a credit card number, or obligates the school or district to another party. The School District will not be held responsible for any financial obligations for goods or services purchased over the Internet or via telephone conversation without appropriate authorization.
 - Responding to any messages, files, or web sites that solicit personal information about you or someone else, or request a personal contact with you or another user.

Email

The Amesbury Public School District (*Amesbury Public Schools*) provides electronic mail resources (*email system*) to its staff members. Email is defined as any document created, transmitted and/or received through the Amesbury Public Schools' email system using either a personally-owned electronic device or a device owned by the school district. It is the intent of the Amesbury Public School District to maintain the privacy and integrity of email created using the email system. However, employees should be aware that any and all email transmitted or received by any staff member is considered public record, and subject to the Massachusetts Public Records law, M.G.L. Chapter 66. (For more information, go to: <http://www.sec.state.ma.us/arc/arcrmu/rmubul/bul199.htm>)

Email correspondence may be subject to public inspection and may be requested during evidentiary discovery in legal actions. Employees should also know that while every attempt will be made to secure the email system, Amesbury Public Schools does not guarantee the privacy of email sent, received, or stored.

Acceptable Use of the Email System

The purpose of the email system is to provide Amesbury Public Schools' authorized users with the ability to communicate through email for educational purposes and other school business. Communication with peers for academic or school-related business purposes is acceptable, as well as email to students, parents, and the community. Employees should be aware, however, that any written communication is considered to be a legal document and is subject to M.G.L. Chapter 66 above.

Unacceptable Use of the Email System

- Allowing an unauthorized user to access the system. This includes sharing of email passwords that allows another person to access your account.

- Using email for personal monetary gain.
- Harassing other authorized users or generating harassing email to anyone.
- Sending information that violates copyright laws, such as copied images, documents and music files.
- On-line gambling, including sports pools.
- Distribution of pornographic or other offensive materials or images.
- Advocating for products or services
- Advocating for political issues and/or candidates
- Generation of email using a false identity, or pretending to be someone else (spoofing).
- Generation of junk emails, chain letters, or SPAM.
- Forwarding of jokes, prayers, etc.
- Any unauthorized use of the system, including but not limited to, attempt of disruption of services, interception of other users' emails, or attempt to breach the security of the mail system.

Rights of Amesbury Public School District

The Amesbury Public School District, as owner of the email system, has the right to obtain, copy, and archive all documents or communications created using the system. These documents may be subject to public inspection under the Massachusetts Public Records Law. Deleting a document from a personal mailbox only removes the electronic pointer to the document stored on the server. Even if documents are deleted from users' mailboxes, they continue to be stored on the mail system and are retrievable from the archive.

Amesbury Public Schools may also monitor any email communication at any time for the purpose of maintaining the integrity and continued operation of the email system without providing notification to the employee. To the extent of the law, Amesbury Public Schools also retains the right to disclose the contents of an employee's mail without the consent of the employee. Disclosure of email would occur if requested by authorized personnel or law enforcement officials, as a response to a request for information in an investigation of unacceptable use or misconduct. All users should be aware that the content of their email is subject to review at any time by authorized personnel.

Confidentiality

Notwithstanding the Amesbury Public Schools' right to retrieve and read any electronic mail or Internet messages or material, such messages or material should be treated as confidential by other users and accessed only by the intended recipient. Users are responsible for maintaining the confidentiality of material on the systems. Certain departments may have additional confidentiality obligations regarding records, for which additional policies will be implemented. Without prior management authorization, users are not permitted to retrieve or read email messages that are not sent to them; with prior management authorization, the contents of such electronic mail, Internet access, voicemail messages or materials are subject to being accessed and/or disclosed to others.

Warranty

The Amesbury Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Amesbury Public Schools will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by system upgrade or repair, its own negligence, or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Amesbury Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

The guidelines and conditions outlined in this policy in no way limit the school district's prerogative to manage its technology systems as it sees fit, or restrict its authority to take any actions it deems necessary to adequately supervise, protect, and, if necessary, discipline its users. The district reserves the right to revise this policy at any time, and all revisions will take effect immediately as per district governance.

The signing of this Acceptable Use Policy indicates the party who has signed has read the terms and conditions carefully and understands their significance.

Signature

I have read and understand the Amesbury Public Schools Technology Systems Acceptable Use Policy. I am aware that district technology, including the Internet and network access, is designed for educational purposes. However, I also recognize it is impossible for the Amesbury Public Schools to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I further understand that the provisions of this policy are subordinate to local, state and federal statute and that violations are unethical and may constitute a criminal offense. Should I commit a violation my access privileges may be revoked and I may be subject to other disciplinary actions prescribed by law or other school policies.

Name	Position/Building	Date
Revised: 2009		

Amesbury Public Schools

Bullying Prevention and Intervention Plan

The Amesbury Public Schools has developed our Bullying Prevention and Intervention Plan utilizing the framework provided by The Department of Elementary and Secondary Education (Department). Amesbury Public School District's Model Bullying Prevention and Intervention Plan as required under M.G.L. c. 71, § 37O, was designed in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan's format parallels the draft Behavioral Health and Public Schools Framework, and was used by our school district as a framework for developing our local Plan. In some sections we incorporated examples of specific language from the Model Plan which accurately reflected our district priorities. The Amesbury Bullying Task Force also followed many of the Model Plan recommendations for decision-making and planning strategies.

Please note that in the Amesbury Plan as in the Model Plan we use the word "target" instead of "victim" and "aggressor" instead of "perpetrator." Also note that "aggressors" may be students and/or members of school staff.

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Appendix B Memorandum of Understanding with Amesbury Police Department

Appendix C Contracted Services between Amesbury Public Schools and the Pettengill House

Appendix D Wrap- Around Services provided by Pettengill House **Appendix E**

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Frequently Asked Questions

Appendix I Bullying Task Force Information

- a. Member List
- b. Meeting Dates
- c. Agendas

Appendix J MARC - Massachusetts Aggression Reduction Center Sample Brochures

Note: List of appendices may be requested from the district Equity Coordinator at jacquesl@amesburyma.gov

I. LEADERSHIP

Amesbury Public School's (APS) leadership at both the building and central office level has played, and will continue to play, a critical role in the development and implementation of Amesbury Public School's Bullying Prevention and Intervention Plan. The Amesbury Public School Leadership Team works closely with our community's efforts to promote positive school climate. The APS Leadership Team must assume a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership has been defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative (Please see Appendix A for those assignments). Amesbury Public School's Leadership Team is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

- A. Public involvement in developing the plan. As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. (Consultation included notice and a public comment period before the Plan was adopted by the School Committee).

The Amesbury Public Schools Bullying Task Force met over a period of two months to develop this Bullying Prevention and Intervention Plan. Representatives from each of these constituencies worked to articulate current practice, research current evidence based programs, recommend steps for compliance, and complete an initial plan.

- B. Assessing needs and resources. The planning process included, school leaders, with input from families and staff, assessing the adequacy of current programs; reviewing current policies and procedures; reviewing available data on bullying and behavioral incidents; and assessing available resources including curricula, training programs, and behavioral health services. The Amesbury Plan will be each school's and the district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. This "mapping" process assisted the Amesbury Public School District in identifying resource gaps and the most significant areas of need. Based on these findings, each school and the district has revised or is in the process of revising or developing policies and procedures; maintaining and enhancing partnerships with community agencies, including law enforcement; and setting priorities.

The Amesbury Bullying Prevention and Intervention Plan includes the district plans for: at least once every four years beginning with the 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses and/or bus stops). Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist

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in determining school climate needs. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan will describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

C. Planning and oversight. The Amesbury Plan identifies the school or district leaders responsible for the following tasks under the Plan (See Appendix A): 1) receiving reports on bullying; 2) collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or more frequently.

D. Priority statements. The following is a priority statement used by the Amesbury School District in creating and implementing our Bullying Prevention and Intervention Plan:

The ultimate goal of the Amesbury Bullying Prevention and Intervention Plan is to fashion what John Dewey, educational philosopher, might have called a powerful continuum of educative experiences that will lead to “fruitful and creative” future behaviors. Our programs will set the groundwork for the practice of social interactions that will offer our children a wealth of options from which to choose as they face the daily social challenges of growing up. In his book *Experience and Education* John Dewey spoke about “freedom of judgment”. We hope to give our students the freedom to choose cooperation, empathy, and understanding as they move toward becoming productive citizens of our world. Our students will develop the habits of mind that come from a myriad experiences carefully designed to build a depth of understanding of how to be a positive contributing member of a group or community. It is the plan of the Amesbury Schools to give our students a strong foundation of social understanding upon which they can build for a lifetime.

The Amesbury Public Schools have adopted a “**Zero Indifference**” philosophy in regard to bullying. The district expects that all members of the school community will take an active role in the prevention and intervention of bullying at all levels. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. Students are also to be protected from being bullied by a member of the school staff, which includes but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity or paraprofessionals.

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

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, parent or guardian involvement as well as police involvement as needed.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district 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. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

As required by M.G.L. c. 71, § 37O, the Amesbury Bullying Intervention and Prevention Plan provides ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. Amesbury School District's Plan includes both the content and frequency of staff training, specific ongoing professional development as determined by the school's or district's needs, and a variety of other topics to be included in these staff programs. The additional areas of training are and will continue to be based on the needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics have been and will be identified by the school or district leadership as we considered the unique needs of our school or district community. Amesbury School District's Plan clearly identifies which trainings will be provided district-wide and which will be school based.

A. Annual staff training on the plan. The Amesbury Public Schools provides annual districtwide staff training utilizing both in-person and on-line trainings to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year will complete training within their first month on the job, training will be orchestrated between the Central Office and the Principal. In order to keep the annual training meaningful, the taskforce recommends that annual training include a variety of modalities:

- Staff meetings
- Small group meetings (i.e. PLC's, Critical Friends or grade level/team meetings)
- On-line annual review and sign-off

B. Ongoing professional development. The Amesbury Public School District believes that improving the school climate and developing students' socially acceptable skills is essential to bullying prevention. Therefore, the majority of on-going professional development will be building or grade level specific as each school has a distinct and individual climate. Building based staff development, staff meeting and professional development blocks, will include best practices that support classroom community, a safe, nurturing and responsive climate and sets

high standards for respect, responsibility and reflection. Promotion of social competency and pro social behaviors for all students as well as clear, consistent hierarchy of consequences for disciplinary infractions will also be addressed.

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Reinforcement of skills to identify and respond to incidents of bullying will occur through direct instruction in all buildings. Literature, research and materials related to developing social skills, empathy, problem solving and self-regulation will also be available in each building's professional library as well as on-line. Guidance staff and adjustment counselors will also be available to respond to teacher questions and concerns as well as to help identify patterns of behavior that should be addressed during professional development.

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

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

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

As a district, Amesbury provides on-going and need-based professional development training in each of the following areas:

- Promoting and modeling the use of respectful language
- Fostering an understanding of, and respect for, diversity and difference •
- Building relationships and communicating with families

- Constructively managing classroom behaviors
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

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Training for all teachers/staff will also focus on:

- Developmental needs of children based on building needs
- Training for assisting bystanders with strategies to intervene in bullying situations
- Differentiating typical peer struggles/conflicts from bullying
- Playground safety and supervision
- Diversity-language differences
- Parent intervention
- Safe school climate
- Respect/pride for the school
- Community pride
- Respect for others
- Promoting and modeling respectful language
- Respect for diversity and difference
- Respect for people, property and self
- De-escalation strategies for all staff
 - Engaging students in classroom planning and decision making
- Identifying vulnerable populations within the school community and providing supports to reduce vulnerability.

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

C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the teacher handbook and the code of conduct. Annual training for paraprofessionals, custodians, secretaries, and cafeteria monitors, etc. will include notice of the plan.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The Plan describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's or district's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students. These locally established strategies are reflected in the school or district Plan.

- A. Identifying resources. The Amesbury District will refine our process for identifying our capacity to provide counseling and other services for targets, aggressors, and their families utilizing school based resources. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. This needs assessment will lead to mapping of resources and the development of recommendations and action steps to fill resource and service gaps.
- B. Counseling and other services. This Plan identifies the availability of culturally and linguistically appropriate resources within the Amesbury schools and district. In addition, the Plan identifies staff and service providers (see table below) who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.

Amesbury School District Resources and Services

	Human Resources	Program Resources

District (All Schools)	<p>Within District:</p> <ul style="list-style-type: none"> • Principals, Assistant Principals, Building Coordinators, School Adjustment Counselors, Guidance Counselors • School Councils • PTA (Elementary) • PAC (Middle and High School) • SEPAC • Student Council 	<ul style="list-style-type: none"> • Small group work with guidance/adjustment counselors • Small group and individual guidance counselor interventions • Student Council • Co-curricular Activities to provide opportunities for positive social interactions and build connections to the community
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	<ul style="list-style-type: none"> • Teachers • Cafeteria Staff • Custodians • Volunteers • Local Senior Citizens <p>Outside Contractors:</p> <ul style="list-style-type: none"> • Pettengill House • Health and Education Services, Inc. • Private Therapists • Amesbury Police 	<ul style="list-style-type: none"> • Big Brother/Big Sister Amesbury High School program pairing students with Elementary and Middle School partners • Every school promotes community connections by linking children to projects for places such as Our Neighbors Table, Pettengill House, Jeanne Geiger Crisis Center, Relay for Life Cancer Walks, etc. • Building
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	Department	Accommodation Plans
Elementary		<ul style="list-style-type: none"> • Second Steps Grade K-4 • Steps to Respect Grades 3 and 4 • One elementary uses Responsive Classroom • Mixed-grade level programs • Multi age pairing as a prevention strategy
Middle School		<ul style="list-style-type: none"> • Second Steps • Peer Mediation • Student Support Program • Girls, Inc.
High School	Peer Leaders Coaches Advisors	<ul style="list-style-type: none"> • Peer Mediation • Options-Behavioral Program • LGBTQ-Lesbian Gay Bisexual Transgender Queer

		<ul style="list-style-type: none"> • Coach Training/pre season meetings on hazing, bullying, harassment • Bullying PowerPoint administered by principals outlining definitions, roles, responsibilities and consequences • Student Advisory Program
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The Amesbury Public School District has a longstanding relationship with Health and Education Services Inc., The Pettengill House Inc., and the Amesbury Police department. These relationships have been instrumental in providing supports for the students and families of the community.

The Amesbury Police Department, Amesbury Public Schools, and the Essex County District Attorney's Office has a formal working relationship (Memorandum of Understanding – Appendix B) agreed upon by participating agencies to provide a safe and violent free educational setting. In addition, the Amesbury Police Department conducts walkthroughs of each building in the district multiple times a week.

Participating agencies: Department of Children and Families
Department of Youth Services
Department of Mental Health
Essex County District Attorney's Office
Amesbury Police Department
Amesbury School Department

Amesbury Police Department also has a formal contract with The Pettengill House Inc. which provides community based support services and implementations supporting Amesbury students and their families.

The Pettengill House Inc. is a community based social service agency which provides an array of prevention and C. Students with disabilities. As required by M.G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. Crisis level interventions to children and families of Amesbury and surroundings communities. The mission of Pettengill House is to support and empower children and families by providing education, coordinated services,

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Contracted Services between APS and Pettengill House and Appendix D for “wrap around” services provided by Pettengill House to identified Amesbury students and their families.)

Other Community Partnerships

- a. Mobile Crisis Team (HES)
- b. Health and Education Services
- c. Department of Child and Family Services
- d. Family Stabilization Services
- e. Courts/probation officers
- f. Other private therapists in the area providing services through family insurance g. Big Brother/Big Sister
- h. Boys and Girls Club

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

All students in the Amesbury Public Schools are able to participate in the services as outlined above. For special education students with identified difficulties in the areas of social/emotional skills, pragmatics, etc. the special education teams identify needed goals and objectives and the necessary service delivery and service providers. Goals, objectives and service delivery are unique to each student and respond to the individual’s needs. Common supports/instruction have included: pragmatic skills taught individually and in small groups by the speech and language pathologist, social skills instruction from the speech and language pathologist, social counselors, guidance counselors, and special education teachers providing support and direct instruction in the context of the special education classroom, and programmatic supports for students identified with social/emotional/behavior difficulties. Per the students’ IEPs additional supports have included informal behavior plans, behavioral intervention plans based on the results of functional behavior assessments or other formal assessments.

- D. Referral to outside services. Amesbury schools have established both informal and formal referral protocols for referring students and families to outside services.

1. Informal Protocol – Teacher or parent makes a request or expresses a concern directly to the school administration or counselor. Those students are discussed at IT meetings that involve both school and outside service representatives. Counselor makes referral to appropriate support services.

2. Formal Protocol – Teacher or staff make a written referral to a school-based Intervention

Team. The team makes a decision on further action as needed. If the referral involves

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possible criminal activity, administration must report to the Amesbury Police Department. According to the Amesbury Public Schools Memorandum of Understanding with the Amesbury Police Department and the Essex County District Attorney's Office, "School Official retain their sole prerogative to impose any disciplinary sanctions for infractions of school rules and policies in addition to any police involvement or investigation that may be warranted. When the school has reported an incident to the police, the police will be responsible for making the decision as to the course of the criminal or delinquency investigation.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. The Department will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>.

- A. Specific bullying prevention approaches: The Amesbury Bullying Prevention and Intervention Plan includes classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development as specified above. The chart below articulates school-based and co-curricular "approaches" which promote learning of positive social and civic habits.

Curriculum Based Prevention Approaches	Co-Curricular Prevention Approaches
Whole district	
<ul style="list-style-type: none"> • School wide behavior expectation that reflect respect for self and others, environment and learning • Specific predictable progressive discipline • Positive behavioral support including teaching appropriate social interactions, providing positive reinforcement for appropriately modified behavior • Conflict resolution strategies • Technology class based cyberbullying instruction • Annual review of district behavioral expectations and procedures for reporting peer conflicts 	<ul style="list-style-type: none"> • Big Brother/Big Sister program for older children to mentor younger children • Critical Friends/Professional Learning Groups research and implement effective intervention/prevention strategies • Student Councils • Social pragmatics instruction for students with identified needs • Community Connections – fostering intergenerational relationships, fostering stewardship, fostering civic responsibility

Elementary	
<ul style="list-style-type: none"> • All School Assemblies are used to reinforce common language and club, co-curricular school based activities 	<ul style="list-style-type: none"> • PTA after-school activities: Lego, American Girls, Destination Imagination, Brownies, Girl Scouts, Boy Scouts, etc.

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<ul style="list-style-type: none"> • All school initiatives and special events of community, belonging, and respect • Science partners and story pals link older elementary students with younger students to encourage caring and respectful interactions among grade levels. 	
Middle School	
<ul style="list-style-type: none"> • Grade level assemblies are used to reinforce common language and expectations about behavior • Beginning of the year Team building activities to reinforce importance of building a strong school culture • Health curriculum activities grades 5-8 on creating and building positive relationships <ul style="list-style-type: none"> • All school initiatives related to promoting positive school culture (No-Name Calling Week, Positive Behavior recognition, etc.) 	<ul style="list-style-type: none"> • Co-curricular school based activities: • Intramural sports, peer leaders, student council, math club, destination imagination etc. • Parent Advisory Group (PAG) social and academic supplemental activities Peer Mediation Girls Inc. • School based peer/social/behavioral skills groups
High School	

<ul style="list-style-type: none"> • Student generated videos on cyberbullying • Grade 10 mandatory health course unit on • Healthy Relationships • Options program seminar for student support 	<ul style="list-style-type: none"> • Varsity, Junior Varsity and Freshman Sports • LGBTQ – Lesbian Gay Bisexual Transgender Queer Peer Leaders – Building community connections
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These activities include practice for students in:

- Using scripts and role plays to develop skills
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communication and

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- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

Every student in the Amesbury School District will review handbooks each year containing the information listed above. Elements of the plan will be reviewed and reinforced throughout the year as part of lessons within individual classrooms and small group settings.

Anticipated Needs:

- Bystander interventions strategies
- Therapeutic support groups
- Peer Mediation for High School and Elementary
- Increase student involvement in producing pro-social events, productions, programs to increase awareness and develop strategies for prevention and intervention of bullying
- Development of training for students and families entering a new building of entering after the start of a new school year

B. General teaching approaches that support bullying prevention efforts. It is the belief of the APS that the following approaches are integral to establishing a safe and supportive school environment. Programs such as Second Steps, Steps to Respect and approaches such as Responsive Classroom are

currently widely used in the District. It is our goal to expand these practices so that every classroom in the District participates in the following type of Bullying Intervention and prevention initiatives (Amesbury Plan includes programs and approaches that will be utilized to promote social learning. See Section II B above):

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, homeless students, and include a student's race, religion, ancestry, national origin, socioeconomic status, academic status, physical appearance, pregnant or parenting status, or by association with a person who has or is perceived to have one or more of these characteristics.
- Using appropriate and positive responses and reinforcement, even when students require discipline
- Using positive behavioral supports
 - Encouraging adults to develop positive relationships with students
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors • Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- Using the Internet safely
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

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

In order to support efforts to respond promptly and effectively to bullying and retaliation, Amesbury Public School District has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures are intended to ensure that members of the school community - students, parents, and staff - know what will happen when incidents of bullying occur. The Amesbury Public School District's Plan includes detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made. All of the following language is either an excerpt from the Amesbury Public School District's Policy or from the DESE Sample Plan and is based on the requirements of M.G.L. c. 71, § 370.

AMESBURY PUBLIC SCHOOLS Policy – JFCB/GBCBC PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXTING, DISCRIMINATION, AND HATE CRIMES

"The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate

crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptly[1] investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement. "

Additionally, students will be protected from being bullied by a member of the school staff, which includes, but is not limited to: educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff or paraprofessionals.

It is essential to understand that the objective of this law is to educate our students to both understand how the behavior is inappropriate and assist them in developing strategies to deal with challenging situations in a more acceptable manner. Every step is an attempt to inform and educate.

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Sequence of Events:

Student/Parent/Staff File Report

**Administration Investigates
Copy of Report to Equity Coordinators
Administration**



**Guidance Counselor Administration
Adjustment Counselor**



Police

Resolution can take place at any level.
Anonymous Reporting - no disciplinary actions are taken.

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member to complete a written report. Reports can also be made by all community members; students, staff, parents, guardians, volunteers or anyone who has knowledge of incidents of bullying, using forms available on the district and school web pages as well as the Town Library, Town Hall and the Police Station, through drop boxes, dedicated voicemail lines, and dedicated email addresses (See Appendix A).

Use of an Incident Reporting Form is not required as a condition of making a report. However, the school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians but can also be translated upon request.

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

For specific Amesbury Public School reporting procedures and responsibilities see Appendix F, Section II A and 11 B, pgs 2-3.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee or to the superintendent when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the aggressor, does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor. Students will have access to report problems directly to teachers, counselors, and administrators.

3. Officials for Reporting

a. In Each School Building

1. In each building, individuals have been designated to receive building based reports.
(See Appendix A)
2. In addition, the District's Equity Coordinators are responsible for receiving reports and complaints of violations of this Policy at the school level. A report or complaint of a violation of this Policy may be filed with the Equity

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Coordinator, Lyn Jacques, 5 Highland Street, Amesbury, MA, (978)388- 0507.

b. For the Central Administration

1. The District Equity Coordinator is responsible for receiving and addressing reports or complaints of violations of this Policy at the district level.
2. A report or complaint involving the District Equity Coordinator should be filed with the Superintendent; a report or complaint involving the Superintendent with the School Committee.

4. Protection against Retaliation

The district will take appropriate steps to protect persons from retaliation who take action consistent with this policy or who report or file a complaint or cooperate in an investigation of a violation of district policies. Threats or acts of retaliation whether person to person by electronic means or through third parties are serious offenses that will subject the violator to significant disciplinary and other corrective action(s).

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Responses to promote safety may include, but not be limited to:

- Creating a personal safety plan;
- Pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus;
- Identifying a staff member who will act as a "safe person" for the target; • Altering the aggressor's schedule and access to the target;
- Ordering interim disciplinary action under the Student Code of Conduct, • Reassigning classroom seating;
 - Temporarily transferring the student subject of the complaint from his/her class(es) with the complainant or to an alternative school assignment;
 - Instructing the subject of the complaint to avoid communication or contact with the complainant and to maintain a safe distance (for example, fifteen feet) from the complainant while on school property or in school-related activities;

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- Monitoring compliance and reporting non-compliance of protective orders issued by a court.

Prior to a resolution of the complaint or report, the designated official will make reasonable efforts to monitor the success of the interim measures in achieving their goals. At the discretion of a school and/or District administrator, a student complainant may also temporarily transfer classes or schools, where available, but only where the student and his/her parent or guardians voluntarily consent to the transfer.

2. Investigations - Process

a. Step One

The designated official will meet separately in a timely manner with the complainant and the subject of the complaint. If a student is involved, the parent(s) or guardian(s) will be notified and may be invited to attend the meeting. The official will review the formal process, explain the prohibition against retaliation, and determine the corrective action the complainant seeks. The designated official will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the complainant's identity from the subject of the complaint, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or

impose disciplinary or corrective action.

b. Step Two

A designated official will conduct an investigation in accordance with the procedures described in Section D, Investigations.

c. Step Three

The designated official, in consultation with the District Equity Coordinator as needed, will determine whether the allegations have been substantiated, and whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated. If the complaint is substantiated, the designated official, in consultation with the District Equity Coordinator, will decide, based on the investigative findings, on the appropriate action. If legal issues arise, the designated official will seek the advice and guidance of legal counsel for the District.

The designated official, in consultation with the District Equity Coordinator, will prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Policy, or if the subject of the complaint is a student, the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.

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The principal or his designee, the employee's supervisor (if the subject of the complaint is an employee), or the Superintendent (if the subject of the complaint is an assistant principal or principal) or school committee (if the subject of the complaint is the superintendent) will impose any disciplinary or corrective action. The disciplinary actions will balance the need for accountability with need to teach appropriate behavior. The disciplinary actions will be consistent with the Student Code of Conduct and state and federal law.

d. Step Four

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated, the designated official will also promptly notify the complainant of any non-disciplinary corrective action imposed to protect him/her from future Policy violations. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

If a complaint is substantiated, a report of the incident and its resolution will be placed in the offender's applicable student record or employee personnel file.

File Retention: If the incident occurs at the school level, the principal (and if the principal is the subject of the complaint, the District Equity Coordinator), will (a) maintain in a separate confidential file the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, (b) provide a copy of the file to the District Equity Coordinator, and (c) maintain a copy of the file in the applicable student record or employee personnel file. If the complaint occurs at the district level, the District Equity Coordinator will maintain the original documents.

If the District's investigation results from a third party report, the designated official will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.

e. Step Five

A designated official will monitor the situation, and will follow-up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The designated official will maintain a written record of the follow-up.

f. Step Six

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The complainant may ask the District Equity Coordinator to review, and, if appropriate, revise any non-disciplinary corrective action imposed through a Formal Proceeding, if the complainant believes that the corrective action is not adequate to protect him/her from future harassment, discrimination, bullying, retaliation, or a hate crime.

Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code, applicable collective bargaining agreements, and Massachusetts and federal law.

3. Additional Information Relevant to Investigations

Any disciplinary or corrective action against a student or employee must conform to the due process requirements of federal and state law.

- a. Emergencies: School officials will immediately call 911 in case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.
- b. Communication During Investigation: Throughout the investigatory and complaint resolution process, the designated official will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, and the anticipated timing for concluding the

investigation, and making a determination. The designated official will notify each person interviewed or made aware of the investigation that the investigation is confidential and should not be discussed with other students or District employees. The designated official will tell them that the District will not tolerate retaliation against the complainant or reporter, or anyone else who cooperates with the investigation. The District will notify the parents or guardians of a target of the action taken to prevent any further acts of harassment, bullying, discrimination or retaliation.

- c. Target Assistance: The designated official (or his/her designee) will make appropriate referrals for target assistance, including counseling and crisis intervention, if requested, or as needed.
- d. Target Non-Cooperation: Where a violation of the Policy has been reported by a third party, and the alleged target fails to cooperate with the investigation, or denies the incident occurred, disciplinary and corrective action may be precluded or limited, depending on the circumstances and the availability of information from other sources.
- e. False Charges: Any person who makes knowingly false charges or brings a malicious complaint is subject to disciplinary and/or corrective action.

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C. Obligations to Notify Others

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

law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

D. Determinations

1. A designated Amesbury Public Schools official will determine whether a particular action or incident constitutes a violation of this Policy. The determination will be based on all the facts and surrounding circumstances, including the context, nature, frequency and severity of the behavior, how long the conduct continued, where the incident(s) occurred, the number of persons involved in the wrongful conduct, the ages of and relationships between the parties, past incidents or patterns of behavior, and whether the conduct adversely affected the education or school environment of the target or other school community members or materially or substantially disrupts the education process or the orderly operation of the school.
2. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The

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- principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.
3. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.
 4. The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for access that system, regardless of the outcome of the bullying determination. The website is: <http://www.doe.mass.edu/prs/>.

E. Responses to bullying

This section of the Amesbury Public School's Plan enumerates the school and/or district's chosen strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation. The actions listed below are reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies and state and federal law.

Please see Sections 11, 111, and IV for specific Amesbury strategies for teaching appropriate behavior through skills building. These strategies and programs include some or all of the following:

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying 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, §

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370(d)(v). Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula
- Awareness training (to help students understand the impact of their behavior) • Participation in empathy development
- Cultural diversity, anti-harassment, anti-bullying or intergroup relations • Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals • Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home • Adopting behavioral plans to include a focus on developing specific social skills, counseling and making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with

the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act.

Disciplinary and corrective action concerning a student may include, but is not limited to:

- A written warning
- Classroom or school transfer
- Short-term or long-term suspension
- Exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities
- Limiting or denying access to a part or area of a school
- Exclusion, expulsion, or discharge from school
- Adult supervision on school premises
- Parent conferences
- An apology to the target
- Or any other action authorized by and consistent with the Student Code of Conduct, school disciplinary code, or state and federal law
- In appropriate cases, the District may contact law enforcement agencies or other state agencies.

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VI. COLLABORATION WITH FAMILIES

The Amesbury Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying.

Amesbury Public School District believes that families and communication with them are essential aspects of effective collaboration. The Plan includes provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. Parents and guardians will be notified in writing each year about the student related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. Our approach to collaboration takes into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The Amesbury District will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

1. Parent Resources

- a. Student Handbook - there are elementary, middle and high school handbooks
- b. Brochures
 - i. Produced by MARC (please see Appendix J) that provide families with strategies for dealing with and preventing bullying.
 - ii. The APS hopes to develop a brochure that addresses frequently asked questions for both families and staff.
- c. Parent Orientation Nights/Back to School Nights include information on strategies employed in classroom to promote positive social skills and understanding of bullying prevention skills. It is the goal of the APS in the next year to research effective strategies to link school programs to families and the school community as a whole.
- d. It is our goal to have a link from each school web page to main resource page. This page will include the district bullying policy and reporting document as well as link pages specific to elementary, middle, and high school main pages. It is our intention to include following headings and information.

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i. Home/School Partnership

- 1. Definitions
- 2. Bullying 101-Powerpoint of key basics of the law
- 3. Anti-bullying curriculum
- 4. Reporting Form
- 5. Links to online parent resources for example
 - a. www.parentbooks.ca/bullying.html
 - b. www.kidpower.org
 - c. www.bridgew.edu/MARC
 - d. www.amesburyma.gov/policedepartment
 - e. www.tolerance.org

ii. Parent Teacher Organizations

- 1. Will work cooperatively with the school to develop a common language, common understandings and share resources.
- 2. This may include trainings for parents, discussions and book study groups.

iii. Educational Vignettes-Videos

- 1. It is the intention to have students at each school level to include roleplays

defining:

- a. Bystander responsibilities
- b. Retaliation
- c. Bullying vs. Harassment
- d. Cyberbullying

2. Online quiz testing and understanding of definitions presented in roleplaying

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

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VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 370(b), and describes the law's requirements for the prohibition of bullying. It may be tailored to meet the specific priorities of the school or district. Alternative language is included in the draft priority statements in Part I D above.

AMESBURY PUBLIC SCHOOLS POLICY- JFCB/GBCBC

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING, CYBER BULLYING, SEXTING, DISCRIMINATION, AND HATE CRIMES

"The Amesbury Public School District is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society.

The District will not tolerate any unlawful or disruptive behavior, including any form of harassment, bullying, discrimination, or hate crimes in our schools or school-related activities. The District will promptlyf11 investigate all reports and complaints of harassment, bullying, discrimination, and hate crimes, and take prompt, effective action to end that behavior and prevent its reoccurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement."

Acts of bullying, which include cyberbullying, are prohibited:

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

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

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

VIII. PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include (g) (v): The plan shall inform parents or guardians of the target about the Department's problem resolution system. This information may be made available in both hard copy and in electronic formats:

Any parent wishing to file a claim/concern seeking assistance outside the district may do so with the Department of Elementary and Secondary education Problem Resolution System (PRS).

That information can be found at <http://www.doe.mass.edu/prs/>. Emails can be sent to compliance@doe.mass.edu or individuals can call (781)338-3700. Hard copies of this information is also available at the Superintendent's office.

IX. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 370, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor - is a student/staff who engages in bullying, cyberbullying, or retaliation.

Bullying - as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property • Places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- Creates a hostile environment at school for the target
- Infringes on the rights of the target at school
- Materially and substantially disrupts the education process or the orderly operation of a school

Complainant - A person who complains about conduct covered by this Policy who is the alleged target of the conduct, and if a student, their parent or guardian.

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

Cyber-bullying shall also include (a) the creation of a web page or blog in which the creator assumes the identity of another person or (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying. Cyber bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

Disability - A physical or mental impairment that substantially limits one or more major life activities (a) where the person has such an impairment, (b) has a record of such an impairment, (b) is regarded as having an impairment, or (d) has an individualized education program (IEP).

Harassment - Harassment is oral, written, graphic, electronic or physical conduct on school property or

at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e. protected status),

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that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or to interfere with or limit an individual's employment, by creating a hostile work environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational or work environment.

Harassment based on a person's protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors
- Drawing or writing graffiti, slogans, visual displays (such as swastikas), or symbols on school or another person's property (e.g., books or backpacks)
- Telling degrading or offensive jokes
- Unwanted physical contact of any kind
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, e-mails, instant messages, or websites
- Defacing, damaging, or destroying school (e.g., desks, lockers or school walls) or another person's property; or throwing objects (eggs, paint)

Hazing - The term "hazing" shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Whoever knows that another person is the target of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

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

Independent Contractor - Any person, organization, or company who contracts with and/or provides goods, supplies, or services to the District or a school, and who is not a school employee and is not under the direction or control of the District (for example, bus drivers and school vendors).

National Origin - A person's ancestry, country of origin, or the country of origin of the person's parents, family members or ancestors.

Reporter - A person reporting an incident who is a third party and not the target of the alleged

conduct that violates the Policy.

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Retaliation - Any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

School Community Member - Any student, District or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school-sponsored function or activity.

School Employee - Any District or school administrator, teacher, school counselor, nurse, secretary, librarian, and any other professional or support staff member employed by the District, and subject to the District's direction or control (and who is not a school volunteer).

School-Related Activity - Any school-sponsored activity, such as a field trip or an athletic competition; any school-related function or event, such as a PTO meeting; where school officials have supervisory responsibility for students; or where students are using school transportation or are at a designated school bus stop.

School Volunteer - Any person who without compensation provides goods, supplies, or services to the District or its schools on a one-time or an ongoing basis, and who is not a school employee or independent contractor.

Sexting - is the act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone and/or the Internet.

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

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

X. RELATIONSHIP TO OTHER LAWS

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

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

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