



HANDBOOK OF REGULATIONS AND POLICIES AT SEACOAST HIGH SCHOOL

(Including: After School, Saturday, All School Events, and Summer Programs)

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2021-2022

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Preamble

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

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

Nondiscrimination Policy

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

An Equity Coordinator serves as the high school's Title IX/Chapter 622 coordinator who is available to respond to requests for information about the State and Federal Laws that prohibit discrimination in education.

Statutory Contacts List

Title IX	– Frank Shea, Athletic Director
Title II	– Danielle Mokaba, Assistant Superintendent
Title I	– Briana Tsoupas, Assistant Director of Curriculum and Instruction
Title VI	– Jennifer LaBollita, ELL Director
MGL Ch.76	– Richard Gallucci, Assistant Superintendent
Sec. 504	– Richard Gallucci, Assistant Superintendent

Principal's Message

Dear Parents and Guardians:

I would like to take this opportunity to welcome you to a new school year. High school is an extremely important time for adolescents -- a time for growth, maturity, and preparation for the responsibilities of adulthood. Working with you and your child, we look forward to many and varied learning experiences, positive social interactions, and a year of productive relationships among all members of our school community. SeaCoast High School is committed to the concept that a child's education is the product of the school and home. We believe that a strong partnership between school and your family will result in success for your child. You can help with this partnership in many ways. By regularly showing interest in your child's schoolwork, asking questions, and giving praise for accomplishments, you can reinforce what the school is trying to accomplish. Similarly, stressing the need for regular attendance conveys to your child the importance of school.

As your Principal, it is important to me that everyone who steps through our doors-teachers, students and parents-are respected and welcomed into our community. This attitude enables us to meet the challenges of academic excellence in a positive, fun, and nurturing environment.

Every student, given the right tools, support and environment, is capable of succeeding and exceeding their expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, we can successfully involve students in the learning process and provide them with the right tools to successfully transition to the next opportunity they face.

My door is always open and I welcome your input. Please feel free to call or email me to discuss any concerns you might have throughout the school year. I look forward to meeting you all.

Kind regards,

Dr. Stacey Mulligan
Principal

Mission Statement

The mission of SeaCoast High School is to re-engage students for whom the traditional high school programming was not successful by providing pathways to graduate with clearly articulated goals and a plan for post-secondary success. SeaCoast will provide a nurturing environment promoting student voice, focused on student-centered learning, high expectations, and supportive relationships.

Instructional Vision Statement

SeaCoast High School is committed to educating the whole child through a rigorous, competency-based curriculum that meets the individualized needs of students. Students will learn and achieve mastery of academic and life skills to empower and equip them to achieve their future goals. We are dedicated to working collaboratively with our students to guide them in solving problems and navigating and persevering through challenges with resilience. Our graduates will be curious about the world, critical thinkers, open-minded, respectful of diversity, and productive members of the community.

Core Values

Shared Learning

We believe in a flexible and collaborative ecosystem committed to students as partners in lifelong learning. We embrace the concept of continuous change and work together to challenge our thinking, innovate, and solve complex problems. We will accomplish this by maintaining high expectations for each other and creating structures for the mutual exchange of ideas and constructive feedback.

Supportive Relationships

We believe that caring and nurturing relationships are the foundation of strong school culture and an inclusive learning community. We accomplish this by creating a welcoming environment for all built on empathy, mutual respect, collaboration, and open and honest communication. We take risks, learn from each other, and view mistakes as an opportunity for continued growth.

Perseverance and Resilience

We believe that when we work harder, we become smarter. Continuous personal growth requires effective effort, willingness to take risks, managing and adapting to adversity, and tackling obstacles with confidence and purpose. We accomplish this by a shared commitment to creative problem solving, thinking critically, and a strong belief in the growth mindset.

Civic and Social Responsibility

We believe in the importance of giving back to our communities, locally and globally with integrity and honesty. We will accomplish this by being an active participant in our democratic society, behaving ethically, holding each other accountable, and demonstrating appreciation and respect for diversity.

General Policies

Electronic Device Policy




At SeaCoast High School we expect our students to be engaged in their classes and working collaboratively with their teachers and peers to think critically and solve problems. We also work diligently to address all of our students' academic, social, and emotional needs while they are with us. We hope to protect our students from the negative influences of social media and other factors that smartphone usage raise and detract from student learning. While we recognize the impact that electronic communication devices have had on our advancing technological society, they also, unfortunately, pose a distraction and inhibit student learning. Studies show that students have difficulty managing their screen time.¹ There is also evidence that shows these devices have a negative effect on students' social skills and may be linked to the increase of adolescent mental health issues.² **As such, SeaCoast High School will be strictly reinforcing its adherence to a no personal cell phone/electronic device policy during the school day. A new process will be implemented and a mechanism to help students manage their screen time will be utilized in order to create a distraction-free, learning environment.**

Upon entering the school, students will be given a pouch to lock up their phones/devices. Phones/devices must be turned off or silenced and placed in the pouch. Charging cords, headphones, etc. are not to be protruding from the pouch. Students will keep the pouch in their possession for the entire day. Upon dismissal, students will unlock their phones at an unlocking station and place their pouch in the bin. Students refusing to lock up an electronic device (cell phone, smartphone, gaming device, etc.) or who are seen with a device during the day by a staff member, will be referred to an administrator. The device will be confiscated and the parent/guardian will be contacted and may be required to come in to pick up the device. Repeated instances or damage to the pouch will result in further disciplinary action and may include restitution. Please note that SeaCoast High School and its staff are not responsible for loss, theft, or damage to students' personal devices.

^{1,2}“The Unhealthy State of the Smartphone Age” by Jean Twenge in *School Administrator*, June 2019 (Vol. 76, #6, p. 22-23)

To see how it works visit: <https://overyondr.com/howitworks>

The Process:

<p>1. Place phone in pouch when you enter school.</p> 	<p>2. Lock pouch. You will maintain possession of your phone.</p> 	<p>3. Unlock your phone at the unlocking base at dismissal.</p> 
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Dress and Personal Appearance

Students should be dressed in a manner that does not interfere with their health or safety, does not distract from the educational process, and does not interfere with the health and safety of their classmates. Clothing which is disruptive or distracting is not permissible. Distracting or disruptive clothing is left to the discretion of the administration, but often includes:

- **Hats, bandanas, hoods, and other head coverings except when worn for religious purposes**
- Short shorts, miniskirts, tank tops, crop tops, spandex
- Clothing which exposes undergarments or midriffs
- Clothing which includes advertising for liquor or tobacco
- Logos which promote drug use or other illegal behavior
- Clothing which contains symbols or words which are obscene, defamatory, or intended to incite or advocate violence
- Spiked jewelry, chains, studs, pins, etc.

**To Contact Students
in an Emergency
781-485-2715**

For safety reasons, students are required to wear footwear which attacks at the heel. Sneakers, shoes, and sandal with a heel strap are permissible.

The administration shall have the sole discretion to determine whether clothing is unsafe, unhealthy, or inappropriate. Students dressed inappropriately may be asked to change clothes, wear garments provided by the school, or be sent home. Continual infractions may result in disciplinary action. Parents will be contacted if there is a question regarding student's attire.

Telephone Use

The use of cellular phones is not allowed, and such devices may be confiscated. A parent/guardian who needs to contact a student needs to call 781-485-2715.

To use a school telephone, students must obtain administrative permission before being dismissed from class to use the office phone, or obtain permission from a classroom teacher to use a classroom phone.

Student Identification Badges

Students will be issued identification badges which must be worn visibly at all times. Students not wearing proper identification are subject to disciplinary action. Students are required to present their ID to receive lunch. Unauthorized use or reproduction of an identification badge will result in a disciplinary hearing with the administration. Defacing, destroying, or altering assigned badges is considered vandalism and restitution will be required. Students who arrive without an ID are subject to disciplinary action. New ID badges are available for \$5.

Visitors

SeaCoast High School is not open to the public. Only those persons who are registered students, staff, or faculty members of SeaCoast High School or the Revere Public Schools are authorized to be on school grounds or to use school property or facilities.

Visitors must receive permission from the principal and must sign the Visitors' Log and obtain a Visitor's Identification Badge or they will be considered to be trespassing. Visitors must sign out at the principal's office as they leave. Trespassers are subject to arrest. Classroom visitations or observations require advance permission of the principal or his designee.

Former students are included in this policy. They must have an appointment to see any member of the staff, and classroom visits must be approved by the principal in advance.

Students may not share lockers.

Lockers

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

- Students will be issued a lock and may not attach their own personal locks to their lockers.
- Students are responsible for the replacement value of any locks that have been lost or broken.
- Students are advised that lockers are not safe for storing valuables. SeaCoast is not responsible for articles lost or stolen from lockers.
- Students opening or closing lockers by kicking them face disciplinary action for vandalism.
- Students are to occupy the locker they are assigned and may not share their lockers with others.
- The student to whom a locker is issued is responsible for damage to the locker and for all contents of the locker.

At the end of the school year, all lockers will be emptied. SeaCoast will not be responsible for any personal belongings left in lockers at the end of the year.

Automobile Use

Parking stickers are required and may be obtained from the main office.

1. Violations of vehicle use (i.e., exceeding the speed limit, driving to endanger, driving the wrong way on a one-way area, off-campus via a vehicle, illegal parking) will result in revocation of permission to drive or park on school property and police will be notified.
2. Students may be suspended for continued use of vehicle on school property after having been prohibited to do so.
3. This offense will be treated as trespassing with the corresponding penalty, including arrest.
4. Vehicles parked illegally will be subject to Revere Police Department ticketing and may be towed at the school's discretion.
5. Students parking in the rear lot must enter through the SeaCoast student entrance (door 3).

School Bus Rules and Regulations

Violation of any bus rules and regulations except those relating to vandalism:

First Offense: Warning and notification of student and parent.

Second Offense: Parent will be notified. Student will be suspended from school and will no longer be permitted to ride the school bus.

Students must present their bus I.D. at the time of boarding. It is imperative that the Revere Public Schools, the transportation company, the parents and the students bear equal responsibility for the safety and promptness of school transportation. Rider misbehavior compromises the safety of the ride. Therefore, it is necessary to list the rules for school bus safety.

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

Field Trips

A full-year field trip permission slip will be distributed at the beginning of the school year. Please return your student's permission slip and keep contact information up to date to facilitate participation in reward, advisory, and academic activities off of school grounds.

Students at the high school level will seldom need to have medically trained staff accompany them during a field trip. Students at this age usually are well informed and competent enough to address their medical issues (asthma, diabetes, etc.). However, in the event of an emergency during a field trip, staff should have any medical information documented on the student's permission slip.

Students attending field trips must use transportation provided by the Revere Public Schools. Most often, we will take advantage of using public transportation to keep the cost of field trips down.

Students who use private vehicles will face disciplinary action including a possible suspension of up to three days and will not be allowed to attend field trips for the remainder of the school year. Students attending a field trip without permission will be considered truant, will face disciplinary action including a possible suspension of up to three days and will not be allowed to attend field trips for the remainder of the school year. Students may also be denied participation in field trips for other disciplinary reasons.

After School and Weekend Functions

All SeaCoast and RPS policies are in effect during all school events.

All functions will close no later than 11:00pm. It is the parent's responsibility to ensure students are picked up promptly at the end of a function. No student who has left a function will be allowed to re-enter. Students must leave the grounds promptly when they exit.

Only students actively enrolled in school or who have completed their studies may attend SeaCoast functions. Guests who are not enrolled in SeaCoast must be approved by the administration prior to attendance.

Juniors and seniors may not attend the Freshman-Sophomore Social, only current freshmen and sophomores are allowed.

Students may be restricted from participating in school functions for poor academic performance, poor citizenship, poor behavior, or for other reasons determined by the principal or the assistant principal. If there is a problem, police may be contacted.

Fund Raising

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

EVERY STUDENT SUCCESS ACT (ESSA):

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

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

Academics

Instructional Delivery

SeaCoast High School is shifting to competency-based learning (CBL) and a trimester system. This transition will be this year and continue over the next few years. Policies will continue to evolve and align with the CBL philosophy. CBL meets students where they are and provides them with personalized supports and will no longer receive traditional grades like A, B, C, etc. Students will be assessed by what they know and are able to do and will be given the opportunity to demonstrate what they know in a variety of ways. Progress will be measured by how many competencies are achieved within a particular course. Every competency is aligned to a set of benchmarks that assist teachers in providing students with specific feedback regarding areas of strength and areas with the most room for growth. . We believe in a culture of constant revision and expect students to use the feedback provided to them by their teachers to revise work throughout the course for continued improvement until they ultimately demonstrate competency. We believe that all students have the ability to grow and learn, and that revisiting and revising work promotes that growth and learning.

Grading Language and Scale

Course Competency: Each course is built around a number of content specific benchmarks. Benchmarks are descriptors of knowledge and skills that will be demonstrated upon the completion of a particular course; benchmarks build to competencies reflecting what students know and are able to do after a particular course. Course benchmarks and competencies are derived from the Massachusetts State Standards. Report cards communicate a student's achievement level of assessed course competencies and benchmarks.

Learning Objectives: Assignments and daily lessons are built around learning objectives, which are stepping-stones towards meeting course benchmarks and competencies. They are posted in every class, each day. Learning objectives are discussed with students, so they have a clear picture of what they are learning through class work.

Our competency-based grading language and scale is comparable to the 4.0 scale which is used in many schools and colleges.

0 (NA) = Not Yet Attempted the Competency

1 (NY) = Not Yet Meeting the Competency

2 (AC) = Approaching the Competency

3 (CO) = Competent

4 (EC) = Exceeds the Competency

For each major assessment, teachers will develop rubrics and make clear the criteria that a student will have to meet in order to demonstrate competency. Students must achieve a level of “Competent” or “Exceeds Competency” to complete a course and earn a unit of proficiency.

Habits of Work

Effective habits of work are an essential part of students' academic success. Students will receive grades, separate from academic grades, in each course in the four areas of habits of work: **Active Listening, Respect, Collaboration, and Ownership**. There is a clear correlation between effective habits of work, academic achievement, and learning. Students with strong habits of work are more likely to achieve at a higher level. . Revere Public Schools believes the habits of work grade should reflect how students interact with others, how students approach learning challenges, and how students participate in classes. Habits of work grades will be reported as: **Outstanding, Satisfactory, Needs Improvement, and Unsatisfactory**.

Promotion Requirements

One Unit of Proficiency is earned for each single trimester course a student passes. A course must meet at least five times per cycle to qualify as a Unit of Proficiency. The SeaCoast schedule allows students to earn up to 6 Units of Proficiency per trimester.

Grade promotions are made only at the end of a year.

Year	Promotion Requirement
Sophomore	Must have 12 units completed including three (3) units of proficiency for first year math (prior Algebra) and three (3) units of proficiency for first year humanities (prior ELA 9) Must have completed 7 hours of community service.
Junior	Must have earned a minimum of 30 Units of Proficiency Must have completed 14 hours of community service.
Senior	Must have earned a minimum of 48 Units of Proficiency Must have completed 21 hours of community service.

MCAS Diplomas

All students will be required to pass the state MCAS test requirements as outlined by the Department of Elementary and Secondary Education to be eligible for a SeaCoast High School diploma. Seniors satisfying SeaCoast requirements but who have not passed MCAS will instead receive a Certificate of Attainment.

Community Service Requirement

Students are required to complete 28 hours of community service to complete graduation requirements. This credit may be earned through membership in community based student activities and clubs. Credit may also be earned through participation in out of school volunteer activities and through special projects at SeaCoast. A list of accepted forms of community service is available through the guidance department. Seven (7) hours of community service must be completed annually to be promoted, for a total of 28 before graduation.

Graduation Requirements

Graduation Requirements	
Humanities*	15 Units (includes 12 units of language arts)
Math	12 Units
Science	9 Units
Electives	24 Units
Wellness/Health	5 Units
Civics	1 Unit
MCAS ELA	Passing Score
MCAS Math	
MCAS Science	
Community Service	28 hours

Distribution of Course Requirements	
Required Course Units	42 Units
Elective Course Units	24 Units
Total Units Required	66 Units

*3 Units of US History is included and required

The number of units within each content area is made up of both required courses and content specific electives which provides for some choice. A list of all courses and requirements is available from the guidance office. A trimester course equals one (1) unit.

MCAS Credit

Students who earn a 240 or higher on MCAS subject tests may be awarded elective credits for strategies classes they did not complete before passing the MCAS.

Early Graduation

A student who has completed the courses required for graduation and who has earned the necessary credits will be allowed to exit school or attend part time while awaiting graduation.

APEX

SeaCoast will be utilizing APEX online courses as one option for credit recovery and to augment course offerings at SeaCoast and is not intended to replace classroom instruction. In some cases, students may enroll in a full core APEX course in lieu of a traditional classroom course. Students will be enrolled in APEX courses at the discretion of SeaCoast administration. Students may have opportunities to enroll in APEX courses during the school day if their schedule permits and are expected to be working productively during this time. Students not working productively during APEX scheduled periods, such as being continually off program may be removed from the course. APEX courses can also be accessed before school and after school hours. Course credit will be awarded at the completion of each course. Enrollment in APEX courses is at the sole discretion of the administration.

Transfer Students

Students who transfer to SeaCoast High School will undergo a comprehensive transcript review. Credits/courses will be accepted at the sole prerogative of the administration. The course for which credit is sought must have an equal or greater number of credit hours rigor and relevance to the course required at SeaCoast High School. In most cases one (1) Carnegie Credit will translate to three (3) Units of Proficiency. Transfer students who earned grades below a C-, or equivalent, in courses from a previous school may need to retake the course or take a diagnostic assessment to determine placement. Administration will have final approval on all transcript reviews and placement for incoming students.

Transcripts

SeaCoast will provide colleges, prospective employers, or other agencies with transcripts at the request of current students. Students who have previously graduated from SeaCoast High School will need to contact the Director of Guidance, Testing, and Counseling to obtain copies of official transcripts.

Graduating Seniors

Graduating seniors who need to earn four or fewer Units of Proficiency during their final year may be allowed to use a modified schedule. Students who opt for directed study classes or shortened days will not be considered full time students. Seniors who wish to remain full time students must enroll in a normal schedule of five to seven classes and must pass at least five during their final semester while meeting the graduation requirements.

Afternoon, Night, and Summer School

Students who find it necessary to attend afternoon, night, and summer classes for diploma credit must attend a SeaCoast program unless the course or its equivalent is not offered. Written permission for afternoon, night, and summer classes outside of SeaCoast must be given by SeaCoast administration prior to the course, or the units may not be accepted.

A student may pursue only a course that was failed during normal school hours during afternoon or summer school. Afternoon and summer school courses will be equivalent to one trimester's unit of proficiency.

Only students who registered for afternoon or summer school are allowed in the building during those sessions. All others will be considered trespassing unless given prior administrative permission.

Academic Honor Code

Objectives

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

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

Student Credo/Student Expectations

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

Honest and Dishonest Behavior: Definitions and Examples

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

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

Cheating includes but is not limited to:

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

- sabotaging the projects or experiments of others; attempting to corrupt someone else's data
- misrepresenting laboratory data
- fabricating non-fiction stories

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

Plagiarism* includes but is not limited to:

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

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

Protocol for Violations of the Academic Honor Code

Level 1: Teacher-Student Conference

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

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

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

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

Level 2: Honor Code Committee Hearing

The teacher should fill out an Honor Code Violation Form and deliver a copy to the student's assigned assistant principal or assistant principal, along with copies of any appropriate evidence. The assistant principal will then ask the student to gather evidence that establishes his/her academic integrity. For

example, in cases of plagiarism the student can be encouraged to produce evidence of the writing/research process, such as notes, earlier drafts, or outlines.

At Level 2, the following steps will take place

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

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

Penalties for Academic Dishonesty

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

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

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

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

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

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

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

Acknowledgements

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

Revere Public Schools
Middle and Secondary Academic Honor Code
Level 1: Teacher-Student Conference Assignment Explanation Form
Adapted from pp. 44, 59 of *Plagiarism* by Barry Gilmore

Student Name:

Teacher and Course Name:

Date:

Assignment:

I noticed the following as I graded this assignment:

_____ Some passages appear to come directly from another document.

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

_____ Some citations appear to be missing or incorrect.

_____ Some bibliography entries appear to be missing or incorrect.

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

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

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

Description of correction plan:

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

Student Signature _____

Date: _____

I do not agree to follow the correction plan above:

Student Signature _____

Date: _____

MCAS Testing Schedule 2021-2022

Spring 2022 MCAS Grade 10 ELA and Mathematics Tests

Grade 10 ELA		
Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates <i>Test the maximum number of students who can participate concurrently.</i>	ELA Session 1	March 22
	ELA Session 2	March 23
Administration Dates Only if Needed <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	ELA Session 1	March 24
	ELA Session 2	March 25
Grade 10 Mathematics		
Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Mathematics Session 1	May 17
	Mathematics Session 2	May 18
Administration Dates Only if Needed	Mathematics Session 1	May 19
	Mathematics Session 2	May 20

Spring 2022 MCAS High School STE Tests

Biology and Introductory Physics Tests		
Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Session 1	June 7
	Session 2	June 8
Administration Dates if Needed	Session 1	June 9
	Session 2	June 10
Chemistry and Technology/Engineering Tests		
Legacy (PBT only)		
Session 1	June 7	
Session 2	June 8	

Attendance

Absences

SeaCoast High School believes that active attendance at school is required for students to progress towards graduation. Students are expected to attend school each day in session and remain in the building until the completion of their schedule. Students who attend school regularly are more likely to develop new skills, demonstrate competency, and remain on target for graduation. SeaCoast High School acknowledges that many of our students have struggled with attendance in previous years and at previous schools. We have also learned that we cannot simply punish away attendance issues through punitive measures or by withholding grades or credits. We will provide all students with appropriate supports that will allow them to develop new skills and commit to their education and future.

It is the sole responsibility of the student to make up all work missed during absences. Students must make arrangements with each teacher upon their return to school to complete work missed during their absence. All missed work must be completed to the satisfaction of each individual teacher in a timely manner. Students absent for three or more days require a readmit pass to return to classes, this can be provided by the office. Students absent for three or more consecutive school days will be screened by the nurse. A student who is twenty minutes late for any class is considered absent. A student dismissed twenty minutes before a class ends is considered absent. A student referred to the administration for discipline is considered dismissed early and may be considered absent according to this rule. Students may not participate in any school activity on a day when absent from more than three periods. Students may not participate in weekend events if absent more than three periods on the previous school day. Absence without confirmation from a parent/guardian will be considered truancy. A parent or guardian should call to report their child's absence (781-485-2715).

Massachusetts General Law Chapter 76, Section 2 states "it is the duty of parents/guardians to assure that children attend school regularly. The statute defines "regularly" as no more than seven absences in any six-month period. This Law also requires us to notify the court system if a student has persistent, chronic absenteeism but this is something we want to avoid. Massachusetts defines **Chronically Absent** as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 184) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

We have resources that may help including the staff in our attendance department. They can work with parents to monitor attendance and encourage students to attend school. We value your partnership and want to work with you to identify strategies that will help your child get to school each day without court involvement. Please call the office and schedule an appointment so we can share ideas.

Excused Absences

Excused absences are those where students have a legitimate reasons for missing school. Students and families should inform the school in a timely manner and prior to the absence when possible. Excused absences do not absolve students from assignments or other school related obligations. An absence may be excused for any of the following reasons:

- a funeral
- a religious holiday
- a mandated court appearance
- a college visit (seniors only, limit of 2 total days)
- related medical absences (under the Medical Single Incident Rule)

Documentation related to a request for an excused absence must be turned in to the administration within two days of returning to school. Only the principal and assistant principal have the authority to excuse an absence. Students are still responsible for missed material and must make arrangements to complete this work with each teacher. Students may fail because of a low grade from work missed during excused absences. Administration has the sole prerogative whether or not to excuse an absence.

Any student who is absent more than 10% of the number of school days to date for health reasons will be brought to the attention of the School Nurse and/or Social Worker to document health concerns. The school may require additional documentation of the concerns and confirmation from a healthcare provider.

Medical Single Incident Rule

Students absent for more than one day for a single medical reason may have some of the absences excused. Medical reasons do not automatically excuse absences. A single day absent or the first of several days is not an excused absence. If a student has a doctor's note for two or more consecutive days, this may be considered one incident and therefore as an absence of only one day. If documentation is on file with the school nurse, additional absences related to the same medical issue may also be combined and treated as a single incident. All documentation for medical single incident excused absences must be submitted within two school days of return. For an absence to be excused, all missed work must be made up, to the satisfaction of each individual teacher, within five school days of return.

Dismissals

Dismissal notes from parents must be presented to the main office before school on the day of dismissal for verification. If parents cannot be contacted, the student will not be dismissed. Dismissal due to illness will be allowed only if we are able to contact a parent or guardian who must come to the school and pick up the student. Ill students whose parents cannot be reached will remain in the nurses' office until the end of the day. Dismissals requested by telephone will be allowed only if the parent or guardian agrees to pick up the student at school.

Students who are 18 years of age or older may be granted permission to dismiss themselves if they have a signed Age of Majority form on file in the main office. This will be closely monitored by SeaCoast High School, and students may be referred for disciplinary action if they abuse the policy. All students are still subject to the attendance policy and families may be informed.

Tardiness

First period begins at 7:50 AM daily. The SeaCoast entrance is locked at all times. Students wishing to enter the building after regular student arrival times must ring the doorbell to contact the main office or call 781-485-2715. A staff member will be dispatched to open the door. Students entering after first period must report to the main office immediately to sign in.

Students tardy to any period are subject to restorative intervention with their teacher or detention. Failure to report for the assigned detention may result in the student being referred to the assistant principal for further disciplinary action. Students more than 20 minutes late to a period will be marked absent and are subject to disciplinary action for cutting class.

Discipline

Applying the School Discipline Code

School regulations are in force on school premises and during any event or activity, dance, or athletic contest sponsored by the school, or by any other school, club, team, or class whether on school property, school bus, or at any other location. Students will be held accountable for any infraction of these rules on school property at any time as well as during any school-sponsored activity. Supervising staff includes, but is not limited to, teachers, administrators, school attendance officers, custodial staff, teacher aides, office personnel, bus drivers, substitute teachers and Community Police officers assigned to SeaCoast.

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

In all cases, when deciding the disciplinary consequences for a student, the principal or other staff member acting as a decision maker shall exercise discretion and consider ways to re-engage the student in the learning process. SeaCoast High School believes that students can learn from their mistakes when rules are broken or when wrongs are committed. As such, SeaCoast High School will begin shifting to the implementation of a tiered system of restorative practices when appropriate to help students develop the skills necessary to avoid future incidents in a meaningful and productive way. Restorative practices and restorative justice is an approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community. When there is conflict, or when harm is committed against a person or property, the offender will be asked to reflect on the following:

- What happened?
- What were you thinking and feeling at the time of the incident?
- What have you thought and felt since?
- Who has been affected by what happened and how? How have you been affected?
- What do you think needs to be done to make things as right as possible?

Disciplinary Infractions

The below offenses are divided into two tiers:

- Tier 1 offenses are of a serious nature and can result, depending upon the seriousness of the offense and the student's prior disciplinary history, in consequences to include in-school suspension, short term suspension, long term suspension and possible expulsion.
- Tier 2 offenses will generally result in consequences such as detention, in-school suspension and short-term suspension but, in cases of repeated violations, may result in long-term suspension.

Tier 1

- Assault
- Bomb Threat/Causing a False Fire Alarm
- Dangerous Weapon
- Fighting/Provoking a Fight
- Insubordination
- Inappropriate Language directed at Staff
- Off Campus / Off Program / Walkout
- Theft
- Threats
- Trespassing
- Truancy
- Unauthorized use of electronic device
- Vandalism / Graffiti
- Violation of Emergency Plan/Security Policies
- Violation of Anti-Harassment / Hazing Policy *see page 26, 50
- Violation of Bullying Prevention Policy *see page 26
- Violation of Revere Smoke free School Policy (including vaping) *see page 51
- Violation of Alcohol and Other Drug Policy *see page 52
- Violation of Civil Rights Policy *see page 31
- Violation of Acceptable Use Policy *see page 34

Tier 2

- Bus Misconduct
- Cheating/Forgery
- Disruptive Behavior
- Inappropriate Language
- Missing office session
- Unprepared for Class
- Violation of Attendance / Tardiness Policy
- Violation of Dress Code
- Violation of Student ID Policy

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

Due Process and Procedure

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

Statutory Provisions

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

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

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

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

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

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

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

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

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

Federal Gun Free Schools Act of 1994

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

School Wide Education Service Plan

Students placed on long term suspension or expulsion may attend either (1) SeaCoast High School after-school program or (2) Tutoring at a public location in Revere.

Additional Procedural Protections for Special Education Students

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

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

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

Disciplining Students on 504 Plans

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

Health and Wellness

Health and Emergency Contact Information

At the beginning of each year, parents/guardians are asked to complete a Student Health Information form. The form provides the school nurse with current medical information and contact numbers in the event of an emergency. The school nurse should be aware of any medical conditions, allergies, or medications your child is taking. If necessary, the school nurse will request additional information to ensure a safe and successful academic experience for your child. It is imperative that parents provide and update emergency contact information in case of an emergency.

Medications in School

The following Massachusetts State Regulations comply with State Law and must be followed for the safe administration of medications during school hours:

- Medication(s) must be in the prescribed pharmaceutical container and properly labeled with the student's name, the name of the medication, the dosage, and the times the medication should be administered.
- Written orders from the licensed prescriber.
- Written permission from the parent/guardian requesting that approved school personnel comply with the physician's orders.

Forms can be found in the appendix of the Student Handbook, from the school nurse, or on the SeaCoast website. Students may be approved to carry medication on a case-by-case basis. For additional information, the student should see the school nurse.

Immunization

Massachusetts State regulations specify minimum immunization requirements for students enrolled in public schools. The law provides for exclusion of students from school if immunizations are not up-to-date. If information is missing from your child's immunization record, the school nurse will contact you.

Physical Exams

Massachusetts state law requires physical examinations of school children within six months of entry into school or during the first year after entrance and at periodic intervals. Parents/guardians should contact the school nurse if they do not have access to a primary care provider.

Screenings

In accordance with Massachusetts Department of Public Health regulations, public school students are provided vision, hearing, postural, and body mass index screenings at designated intervals throughout their school years.

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

These are NOT comprehensive diagnostic tests, but rather may indicate a need for further follow-up with medical specialists. Parents who wish their own physician to perform the vision, hearing, or postural screenings must submit a written statement to the school nurse at the beginning of the school year (by September 15th). Documentation of these results MUST be submitted to the school nurse prior to May 31st for inclusion in the child's medical record.

Surveys and Curriculum Content

Occasionally, voluntary and anonymous surveys are given to students to help the school system learn about teenagers' experiences and attitudes about health issues. Survey results help us develop meaningful strategies to support healthy behaviors and address students at risk.

Classroom instruction is designed to provide students with information, decision-making techniques, refusal skills and resources that will encourage responsible behavior. Some lessons will specifically cover adolescent bodily changes, reproduction, abstinence, pregnancy, sexually transmitted infections and HIV/AIDS topics.

Before these surveys are conducted or lessons are offered, a letter will be sent home to parents describing in detail what will be taught. Any parent who does *not* want their child to attend the lesson should sign the letter and return it to school or you may send a letter to the principal at any time requesting that your child be exempt, without penalty, from these classes. An alternative assignment will be given. You are also welcome to view the curriculum materials.

Social Worker

SeaCoast provides two full-time social workers to assist students with social/emotional concerns that affect academic success. Services provided include crisis intervention, conflict resolution and psycho-educational groups. This is not intended to be ongoing mental health treatment. Referrals to community resources will be offered as required. Parents/guardians and students are welcome to contact the school social workers for assistance.

Medical Dismissals

A registered nurse (RN) is assigned to SeaCoast and available during school hours.

Whenever a student is ill or injured in school or on school grounds, he or she will be assessed by the school nurse. If the RN determines your child should be dismissed, you will be contacted. Dismissal will be allowed if we are able to contact you or your designee. You must report to the school to dismiss your child. Students are not permitted to walk home without parental permission.

HIV/AIDS Policy Summary

If your child is infected with the HIV virus, or has AIDS, you and your child have certain rights under the law. The following is a summary of a policy written by Massachusetts Department of Education (DOE) and Massachusetts Department of Public Health (DPH) to protect those rights:

- Every school-age child has the right to a public education
- Your child and your family have the right to keep their medical history private and confidential
- If you tell someone at school that your child has HIV /AIDS, they MAY NOT tell other people without your written permission.
- For the complete text of the Massachusetts General Law, please refer to the appendix.

RPS Anti-Harassment Policy

General Statement of Policy

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

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

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

Harassment of any kind, including bullying and teasing, will not be tolerated.

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

Reporting Harassment

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

Types of Harassment

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

1. is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or an employee's ability to undertake his/her job responsibilities, or creates an intimidating, hostile, threatening or abusive educational or work environment; or,
2. interferes with a student's academic performance or learning opportunities; or interferes with an employee's work, continued employment or advancement opportunities.

B. **Bullying**

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

areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

2. *Examples*

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

C. Sexual Harassment

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

2. *Examples*

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

D. Teen dating violence

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

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

Verbal, Nonverbal, or Written

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

Physical

- Hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, arm-twisting
- Intimidation, blocking exits, punching walls, knocking things around
- Damaging or destroying another's property

- Restraining, pinning someone to the wall, blocking someone's movements
- Stalking of an individual by someone who maintains unwanted physical proximity, though not necessarily visible, causing that individual emotional and/or physical discomfort

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

1. *Definition* - Harassment on the basis of race, color, national origin, religion or disability is unwelcome verbal, written, or physical conduct relating to the characteristics of a person's race, color, national origin, religion, or disability that:
 - a. unreasonably interferes with an individual's educational or work performance; or
 - b. creates an intimidating, hostile, or offensive educational or work environment.
2. *Examples of harassment based on race or color*
 - Using nicknames that emphasize racial stereotypes
 - Graffiti containing racially offensive language
 - Name-calling, teasing, or other derogatory or dehumanizing remarks involving race or color
 - Racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color
 - Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading members of specific racial or ethnic groups
 - Physical acts of aggression or assault upon another because of, or related to, race or color
3. *Examples of harassment based on national origin or religion*
 - Comments on a manner of speaking or proficiency with the English language
 - Negative comments regarding surnames, customs, and/or language
 - Graffiti containing offensive language which is derogatory to others because of their national origin, ethnicity, or religion
 - Name-calling, teasing, or other derogatory or dehumanizing remarks involving national origin or religion
 - Threatening or intimidating conduct directed at another because of the other's national origin, ethnicity, or religion
 - Jokes or rumors based upon an individual's national origin, ethnicity, or religion
 - Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of specific ethnic or religious groups
 - Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion
4. *Examples of harassment based on disability* - Disability harassment includes harassment based on a person's disabling mental and/or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition.
 - Imitating manner of speech or movement
 - Interfering with necessary equipment
 - Bullying
 - Name-calling, teasing, or other derogatory or dehumanizing remarks involving physical and/or mental disability
 - Threatening or intimidating conduct directed at another because of the other's physical and/or mental disability
 - Jokes or rumors based on an individual's physical and/or mental disability
 - Physical acts of aggression or assault upon another because of, or related to, an individual's physical and/or mental disability

- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical and/or mental disability

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

Reporting Complaints

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

If the complaint involves a staff member, the complainant should file their report with either the building principal; the superintendent of schools, Dr. Dianne Kelly (781) 286-8226; or the Title IX/Chapter 622 coordinator, TBA (781) 286-8266, at 101 School Street, Revere, MA.

Upon receiving a complaint, whoever receives it, will immediately notify the building principal, who will oversee an investigation and who will serve as the complaint hearing officer. The building principal or designee will address the concern in a timely manner. Within five (5) working days, the principal will forward all formal complaints to the superintendent of schools and the Title IX/Chapter 622 Coordinator and, if warranted, the superintendent.

Investigation

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

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

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

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

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

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

Confidentiality

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

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

Provision Against Retaliation

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

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

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

Dissemination of Policy

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

§504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a federal statute, which prohibits the discrimination of a qualified individual on the basis of disability from participating in, or being denied benefits of, any program or activity receiving federal financial assistance. Questions about §504 should be directed to administration. Further information may be requested by contacting the Revere Public Schools §504 Coordinator.

Violating Civil Rights

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

Verbal and/or Physical Harassment of Student or Teachers

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

Safety

No Tobacco Schools Policy

The Revere Public Schools, in accordance with the Commonwealth of Massachusetts Educational Reform Act of 1993 and the Revere Board of Health regulations, will uphold the law (M.G.L. Chapter 71, Section 37H) which prohibits the use of any tobacco product within the school buildings, on school grounds (including parking lots), or on school buses by any individual, including students, school personnel, and visitors. This policy pertains to all school-sponsored and/or school-related activities, including athletic games and award ceremonies.

The No Tobacco Policy will be posted inside and outside each school building. All student violations of the No Smoking Policy will be reported to the Community Police Officers assigned to SeaCoast. Students using or possessing chewing tobacco or snuff will be disciplined as if they were smoking tobacco. In all cases, smoking materials will be confiscated.

Safe and Drug Free Schools

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

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

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

Alcohol and other Drug Policy

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

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

The Revere Police Department (and the DARE Officer) will be notified in all cases of actual

possession, sale and distribution of alcohol or other drugs.

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

CONSEQUENCES FOR VIOLATIONS OF THE ALCOHOL AND OTHER DRUG POLICY

Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c.94C including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the high school principal.

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of alcohol, or under the influence of alcohol or controlled substances, or in the presence of anyone who possesses or is under the influence of alcohol or controlled substances will be subject to the following sanctions.

First Offense

- a. Three- to five- day suspension from school. The principal may use an in-house detention or an external suspension.
- b. The parents or guardian of the student will be required to attend a meeting with the principal to discuss the offense and consequences. They will also receive written notification (in their native language) of the school's policy for second offenses of the alcohol and drug policy.
- c. Offenders will be required to attend an alcohol and drug education program.
- d. The student may be placed on Social Probation for a period of time to be determined by the principal.

Second Offense

- a. External suspension up to ten days.
- b. The student will be placed on Social Probation for a period of time to be determined by the principal.
- c. Offender will be required to attend alcohol and drug cessation II classes.

Third Offense

- a. The student will be suspended and the administration may recommend the student's expulsion.
-
2. Any student who is found selling or distributing controlled substances on school premises or at school-sponsored or school-related events will be subject to expulsion by the principal under M.G.L. c. 71, s.37H. Any student who is found selling or distributing alcohol on school premises or at school-sponsored or school-related events will be suspended and the administration will recommend the student's expulsion. Incidents of violation of the alcohol and drug policy will be cumulative through the student's high school career.

Additional Consequences for Violation of the Above Policy

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

1. The student may be ordered to complete a school-based community service project.
2. The student may be given referral sources for an alcohol and other drug screening/assessment with appropriate follow-up. As with all medical treatment, the school is not responsible for providing or paying for such assessments or treatment.

3. The student may be asked to meet regularly with appropriate school personnel to determine if alcohol and drug abuse issues are being addressed.
4. The principal may direct that a Child in Need of Services petition (CHINS) be filed with the district court in situations where supervision by the Juvenile Court is indicated.

Dangerous Weapons

Any student found in possession of a weapon that is a “dangerous weapon” within the meaning of c.71, sec. 37H, will be subject to expulsion by the high school principal and referral to the criminal justice or juvenile delinquency system.

Federal Gun Free Schools Act of 1994

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

Portable Metal Detectors

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

Emergency Evacuation

In the event of an emergency school evacuation that requires students to be moved to an alternate site, parents should check the following sources for information: Revere Educational TV (Channel 10), and either WRKO (680 AM), WHDH (850 AM), or WBZ (1030 AM). Whenever possible, parents will be notified by phone using RPS emergency communication system.

Emergency Plan

SeaCoast High School has a comprehensive Emergency Management Plan in place, which outlines procedures for Stay in Place, Secure in Place, Evacuation, and External Disturbances. Teachers, staff, administrators, and district personnel review these procedures frequently to ensure the safety and well-being of all staff and students.

Acceptable Use Policy

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

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

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

I. Personal Responsibility

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

II. Acceptable Uses

A. Acceptable/Educational Uses

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

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

B. Unacceptable Uses of Network

The following uses are considered unacceptable:

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

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

The Revere Public Schools assumes no responsibility for:

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

C. Netiquette

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

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

III. Internet Safety

A. Individual Responsibility

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

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

B. Personal Safety

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

C. Confidentiality of Student Information

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

D. Active Restrictive Measures

RPS, either by itself or in combination with the Internet Service Provider (ISP), utilizes filtering or blocking software or other monitoring technologies to prevent students from accessing visual

depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Although filtering software and monitoring efforts are designed to make the Internet an educational and safe experience, they cannot completely eliminate the risk that students will be able to access inappropriate material.

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

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

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

IV. Violations of the Policy

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

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

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

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

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

V. Warranties/Indemnification

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

By signing the Contract, the user takes full responsibility and agrees to hold harmless and indemnify RPS, its Internet Service Provider (ISP), the City of Revere, and the RPS, its ISP officers, and the City's employees, agents, representatives, administrators, teachers, volunteers and staff, from any and all claims, losses, damages, injuries, or costs or fees (including attorney's fees) of any kind resulting from the user's access to the RPS technology, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user, or if the

user is a minor, the user's parent/guardian agrees to cooperate with the district in the event of the school's initiating an investigation of a user's access to its technology network and the Internet, whether that use is on a school device or on another device outside the network.

VI. Updates

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

VII. Publishing on the Internet

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

A. Revere's Website

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

All webpages will be official publications of RPS.

The district webmaster will oversee all RPS webpages.

B. Publishing Guidelines

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

RPS webpages must have common elements of consistent form and quality content, and must follow copyright laws and software licensing regulations.

All subject matter, including links, should relate to curriculum, instruction, school activities; general information supporting student safety, growth, and learning; or information of interest to the public.

C. Safety Procedures for Publishing on the Internet

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

VIII. Electronic Communications

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

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

Athletics

Revere High School Athletic Mission Statement

Athletics are an integral part of the educational program and a means to accomplish the goals of education. The athletic program exists for the welfare of students and the contributions it makes to their educational experience. The interaction between individuals on the fields of sport teaches students the value of teamwork, while developing the proper competitive spirit, combined with a sense of fairness. Sportsmanship and fair play, in an atmosphere of mutual respect, are developed.

Athletics are an American way of life, “the other half of education,” and an “extension of the classroom.” Participation in the interscholastic program is a privilege available to all students whose greatest rewards are the satisfactions of attainment derived by participants.

Athletic Eligibility

TO PARTICIPATE IN ATHLETICS, THE STUDENT-ATHLETE MUST:

1. Obtain a GPA of at least 1.67 on the term grade report most recently earned.
2. School rules apply at all times.
3. Meet MIAA academic, age, transfer, and consecutive semester eligibility criteria as well as regulations established by leagues in which we participate.
4. Submit parental permission.
5. Submit proof of a physical examination (valid for 13 months).
6. Failure to have all the above criteria accomplished by the first day of practice will preclude any student-athlete from participation in any practice or game.

Note: Complete information about athletic eligibility may be obtained from the Athletic Director’s office.

a. Conduct in School

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

- A. Student-athletes must be in school by 10 AM to participate in practice or a game that day. If the game is held over the weekend, then that student must be in by 10AM on Friday morning. If a student is absent on Friday they will not be allowed to play over the weekend.
- B. Student-athletes will not be allowed to participate in practice or a game that day if he/she is dismissed prior to 11:30AM from school.
- C. If a student is suspended from school for any reason, he/she will be ineligible to participate in sports from the end of school on the day the suspension is given until the day he/she returns to school from their suspension. This also includes In-House suspensions.
- D. If a teacher or the main office issues a detention to a student-athlete, serving that detention takes precedence over any practice or game.
- E. Students are excused for being late to practice if they have been receiving extra help from a teacher or are making up work. Each student should bring a note from the teacher to his/her coach.
- F. No student-athlete will be required to attend practice on Sundays or religious holy days.
- G. Only the Athletic Director in conjunction with the High School Principal can consider appeals for any exceptions to the above rules.

b. Alcohol/Controlled Substances/Tobacco

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

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

Second Offense: Restricted from all school events or co-curricular activities. When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal parts of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.

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

c. Expectations for Away Contests

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

d. General Guidelines for All Student-Athletes

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

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

Student Records

Student Records Law

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

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

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

Inspection

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

Confidentiality

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

Non-Custodial Parents

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

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

1. The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. The non-custodial parent has been denied visitation or has been ordered to supervised visitation, or

3. The non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (e) The school will delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amendments

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

Destruction

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

Transferring Students

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

Directory Information

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

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

Student Rights

Student Names

1. Whatever is written on the child's birth certificate on the name line is the student's name with no exceptions.
2. If the parent does not agree with the name on the birth certificate, they may go to court and have it legally changed, which is their right. However, we will use the name as it appears on the name line of the birth certificate until a document showing legal change of name from a court of law is presented to the child's school.
3. On some birth certificates there may be a first and middle name followed by two more names; these are usually the mother's maiden name and the father's last name. Simply hyphenate the last two names and that will act as the child's last name (similar to a woman in this country who retains her maiden name followed by a hyphen and her husband's last name).
4. Some children enter our school system without a birth certificate but have a visa. Since a birth certificate is needed to obtain a visa, whatever name is written in the visa will be considered the child's name. Again, if the parent does not agree with the name on the visa, they may go to court and have the name legally changed.

Corporal Punishment

Corporal punishment of students is prohibited. School staff may not hit or physically punish students. School staff members may, however, use reasonable force if necessary to protect students, other persons, or themselves from an assault by a student.

Physical Restraint

1. Generally, physical restraint may be used by staff only in emergency situations, and only after other less intrusive alternatives (i.e., directing the student verbally, escorting the student by the hand) have been unsuccessful.
2. Physical restraint may be used only to protect the student and/or others in the school's community from immediate, serious, physical harm.

See the full policy in Appendix A.

Student Searches

The United States Supreme Court has held that school administrators retain the right to search students and their property (including lockers) when there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school," provided that the measures adopted to execute the search "are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction." See New Jersey v .T.L.O., 469 U.S. 325, 341-342 (1985).

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

Students and their property, including lockers, may be searched by administrators at any time.

Photographs, Press Releases, and Video Taping

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

Notification Of Rights Under The Protection Of Pupil Rights Amendment (PPRA) SEE POLICIES

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

Military Presence at SeaCoast

1. Each branch of the military can register to attend one college and career fair per year.
2. Each branch of the military can register to visit SeaCoast once per month from October through May, for up to a two-hour visit, date and time at the discretion of the building principal.
3. Visits may include dissemination of literature, presentations, questions and answer discussions. Individual meetings with students may not take place during the school day or on school grounds.

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

If you do not consent to the release of this information to military recruiters, please complete the form on page 70 of this handbook and return to the principal, 15 Everard Street, Revere, MA 02151 indicating that you do not want student information released. (Be sure to clearly spell out the student’s name.)

Medical Tutoring

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

External Schooling

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

Unless circumstances make it impossible, external schooling will take place at SeaCoast from 2:45 PM to 3:45 PM. One or more teacher liaisons will be assigned to supervise the schoolwork provided by the regular subject teachers. The regular subject teachers will grade the student in collaboration with the teacher liaison. Assignments will be provided in the four core subject areas.

The external schooling may be one-on-one or in a small group setting.

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

Home Schooling Participation Policy

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

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

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

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

Appendix A:

Legal Statutes & District Policies

City of Revere Tobacco Ordinance

Effective August 31, 2001

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

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

SUMMARY OF TOBACCO ORDINANCE

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

The police will immediately confiscate any tobacco products. In addition, youth who violate the ordinance will be subject to the following penalties.

Penalties

First Offense

Youth is given verbal and written warnings. Youth is given the opportunity to participate in a smoking education program.

Second Offense

Youth must participate in a smoking education program. If he or she does not complete the smoking education program within a two-month period from the date of the offense, a fine of \$100 will be imposed..

Third and Subsequent Offenses

Youth is given a \$100 fine.

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

Weapons, Drugs and Assaults on Staff

(Education Reform Act of 1993)

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

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

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

Felony Complaint or Conviction of Student

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

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

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

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines

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

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

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

M.G.L. c. 269, secs. 17, 18 and 19

Crime of Hazing

Sections 17, 18 and 19 of M.G.L. c.269 set forth the statutory prohibition of hazing and the criminal penalties for that offense. The high school's penalties are set forth at the end of Section 19.

Section 17.

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars, or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment, or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18.

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19.

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution, or permitted by the institution to use its name or facilities, or is known by the institution to exist as an unaffiliated student group, student team or

student organization, a copy of this section and sections seventeen and eighteen; provided however, that an institution issue copies of this section and section seventeen and eighteen to unaffiliated groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

(See page 41, c.71, sec. 37H)

Possession of Weapons on School Grounds

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

In addition, the student will be automatically suspended from school and upon further investigation, he or she will face permanent exclusion.

No Tobacco School Policy

The Revere Public Schools, in accordance with the Commonwealth of Massachusetts Educational Reform Act of 1993 and the Revere Board of Health, will uphold the law, (M.G.L. Chapter 71, Section 37H), which prohibits the use of any tobacco product within the school buildings, on school grounds (including parking lots), or on school buses by any individual, including students, school personnel, and visitors. This policy pertains to all school-sponsored and/or school-related activities, including athletic games and award ceremonies.

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

Student Violations: *

- First Violation--3 sessions or one meeting with Smoking Cessation advisor
- Second Violation--One-day suspension or mandatory attendance at three classes of smoking cessation (TEG) training
- Third Violation--Three-day suspension or mandatory attendance at nine classes of smoking cessation (TEG) training

*In all cases, smoking materials will be confiscated.

Staff Violations:

- First Violation--Written reprimand placed in personnel file
- Second Violation--One-day suspension without pay or certification of completion of a medically recognized smoking cessation program
- Third Violation--Five-day suspension without pay or certification of completion of a medically recognized smoking cessation program

Visitor Violations:

- First Violation--Notify visitor of the No Tobacco Policy and the prohibition of smoking on school grounds
- Second Violation--Reminder of the No Tobacco Policy and the potential negative impact of visitor smoking on tobacco based school funding. Provide a listing of smoking cessation programs.

Alcohol/Drug-Free Schools Policy

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

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

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

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

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

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

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

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

Second Offense: Suspicion/Use, Possession, Being Under the Influence, or Being in Presence of Someone Using or Possessing Alcohol or Other Drugs
or
First Offense: Selling or Distributing Alcohol or Other Drug

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

Subsequent Offenses

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

Additional Consequences

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEAL CHARGE POLICY

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

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

Meal Charges and Balances

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

Payments

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

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

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

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

Refunds

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

Delinquent Accounts/Collections

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

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

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

Policy Communications

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

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

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adopted:

Revere Public Schools – Procedures for Reporting Child Abuse/Neglect

I. Definitions

A. Mandated Reporter

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

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

B. Caretakers

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

C. Abuse/Neglect

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

II. Reporting Procedures

- 1. When a school staff member suspects child abuse or neglect, based on observation or information received, s/he will inform and discuss suspicion with the social worker, school nurse, and/or building principal. In cases of physical evidence of abuse and/or neglect, the school nurse will be asked to assess the student and document any findings.

2. If the circumstances warrant filing a 51A report, the building principal will be informed, and the social worker or school nurse will make an oral and written report to the Department of Children and Families (DCF) within 24 hours. Reports involving educational neglect may be filed with DCF by a building administrator. Allegations against a staff member must be reported to the superintendent or his/her designee for investigation and reporting.

DCF office telephone number (9:00am – 5:00pm)

617-660-3400 (Ask for Screening Unit)

DCF 24-hour Child-at-Risk Hotline (After 5:00pm)

1-800-792-5200

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

Residency Policy

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

RESIDENCY POLICY

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

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

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

I. Procedures for Determining Residency

A. Pre-Enrollment Verification of Residency

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

1. A signed "Revere Public Schools Affidavit of Residency" (see attached)

2. Proof of residency in the City of Revere (3 documents)

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

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

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

B. Post-Enrollment Verification and Enforcement

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

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

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

- The investigation will continue until residency or non-residency is confirmed and supported with appropriate documentation.

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

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

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

Appeal Rights

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

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

C. Potential Waiver When Residency is in Transition

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

1. Moving
Students already enrolled in the RPS who move out of the City on or after April 15th of a given

school year may be permitted to complete that school year at RPS if a written request is made to the Superintendent by the parent/guardian.

2. Pending Purchase of Dwelling

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

3. Construction of New Dwelling

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

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

D. Notification

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

The Revere Public Schools - Restraint Prevention and Behavior Support Policy and Procedures

(based on 603 C.M.R. 46.00, effective 1/1/16)

Overview

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

Definitions

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

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

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

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

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

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

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

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

Prohibitions

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

Specific Rights

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

REQUIREMENT FOR USE OF TIME-OUT

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

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

REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

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

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

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

Safety

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

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

Duration

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

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

Follow-up

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

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical

restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

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

REPORTING OF PHYSICAL RESTRAINT USE

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

Reporting within School and to Parents

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

Report Contents

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

Reporting to the Department of Elementary and Secondary Education

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

ADMINISTRATIVE REVIEW OF PHYSICAL RESTRAINT USE

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

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The principal will convene a review team to assess the

progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

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

TRAINING REQUIREMENTS

General Training

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

In-Depth Training

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

SPECIFIC PROCEDURES

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

Restraint complaint procedure:

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

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

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

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

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

Appendix B:

School Forms

School Forms are available...

- In this appendix
- From the school nurse
- From the main office
- On the SeaCoast website <http://www.reverek12.org/2/home>

PARENT/GUARDIAN AUTHORIZATION FOR MEDICATION ADMINISTRATION

Student's Name: _____ Date of Birth: _____

Parent/Guardian _____

Home Phone _____

Work Phone _____

Other person(s) to be notified in case of medical emergency:

Name _____ Phone _____

My child is currently taking the following medication. (Please include ALL medications, including any herbal or over-the-counter medicines):

My child has the following food or drug allergies:

I agree to have the school nurse or school personnel (designated and approved by the school nurse) administer the medication(s) prescribed by:

_____ to _____
Licensed Prescriber Student's Name

If the school nurse determines it is safe and appropriate, I give permission for my child to self-administer the following medication(s):

I understand that the School Nurse will share information relevant to the medication administration plan for my child's health and safety as she/he determines appropriate.

I understand I may retrieve the medication from the school at any time during regular school hours. I am aware the medication will be destroyed if it is not picked up within one week following the termination of the order or one week beyond the close of school.

Parent/Guardian signature _____ Date _____

MEDICATION ORDER FORM

(to be completed by a licensed prescriber)

Student's Name _____ Date of Birth _____

Diagnosis _____

Any other medical conditions (if not in violation of confidentiality) _____

Name of Licensed Prescriber: _____

Business Telephone Number: _____

Emergency Telephone Number: _____

Medication(s)

Medication	Dosage	Route	Frequency	Time of Administration	Possible Side Effects

Please Note: Whenever possible, medication should be scheduled at times other than school hours.

Consent for self-administration (provided the school nurse determines it is safe and appropriate).

YES

NO

Signature of Licensed Prescriber

Date

SeaCoast High School
15 Everard Street
Revere, MA 02151
(781) 485-2715

Stacey Mulligan
Principal

Stacey Livote
Assistant Principal

Dear Parent/Guardian:

FIELD TRIP PERMISSION FORM

Throughout the school year, SeaCoast High School has many academic related field trips planned that students will have the opportunity to attend. Some of these field trips require transportation to and from the location via walking, school bus, or the Massachusetts Bay Transportation Authority (MBTA).

This form grants permission for your child to attend these field trips. Please print your child's name and sign your name as well as provide any allergies that your child may have.
Thank you.

Sincerely,

Stacey Mulligan Ed.D
Principal
SeaCoast High School

Student Name: _____

Parental Signature: _____

Allergies: _____



Revere Public Schools Technology Department

Revere Public Schools Instructional Network

ACCEPTABLE USE POLICY – STUDENT/FAMILY AGREEMENT

School: _____ Teacher: _____

Student's Name: _____

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

I understand that:

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

Student Signature

Date

A parent or guardian must read and sign: I, _____,
parent/guardian of _____, have read and understand the above contract and
abide by all rules in the above contract and all the rules stated in the Acceptable Use Policy which has been
provided which my child has signed in order to use the Revere Public School District's Instructional
Network. I have discussed this contract with my child to help them understand it. I fully agree with the
contents of the contract and recognize that my child must abide by it.

Parent Signature

Date

Revere Public Schools

RESIDENCY AFFIDAVIT

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

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

Printed Name(s) of Parent(s)

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

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

Home Telephone: _____

Cell Phone: _____ Work Phone: _____

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

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

Parent/Guardian Name

Home Address

Parent/Guardian Name

Home Address

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

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



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

LANDLORD AFFIDAVIT

To: The Revere Public Schools

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

_____. I also certify and swear under oath that

_____ and his or her children _____ are

my tenants and live at the above address.

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

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

Landlord's Signature

Notary

Landlord Print

Date

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

**FOR JUNIORS AND SENIORS ONLY
(Return to Principal's Office by October 1st)**

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

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

To be certain your wishes are respected, return this form to the SeaCoast High School Principal's Office by October 1st.

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

Student's Name: _____ Grade: _____
(Please Print Name)

***Signature of Student *or* Parent: _____

Date Signed: _____

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

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

We encourage parents and students to discuss this information.

APPENDIX A:
Revere Public Schools
Bullying Prevention and Intervention Plan

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

Priority Statement

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

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

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

Bullying, Cyberbullying, and Retaliation are prohibited:

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

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

(See definition listed in Appendix A)

Procedures for Reporting

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

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

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

Investigation of Complaint

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

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

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

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

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

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

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

Notice to another School or District

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

Notice to Law Enforcement

At any point after receiving a report of bullying, cyberbullying, and/or retaliation, including after an investigation, if the principal or Assistant Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or Assistant Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or Assistant Principal shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal or Assistant Principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable RPS policies and procedures, consult with the school resource officer, if any, and other individuals that the principal deems appropriate.

Responses to Bullying

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

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

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

Taking Disciplinary Action

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

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

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

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

Promoting Safety for Target and Others

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

Professional Development for Revere Public Schools Staff

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

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

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

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

District-Wide Anti-Bullying Curriculum

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

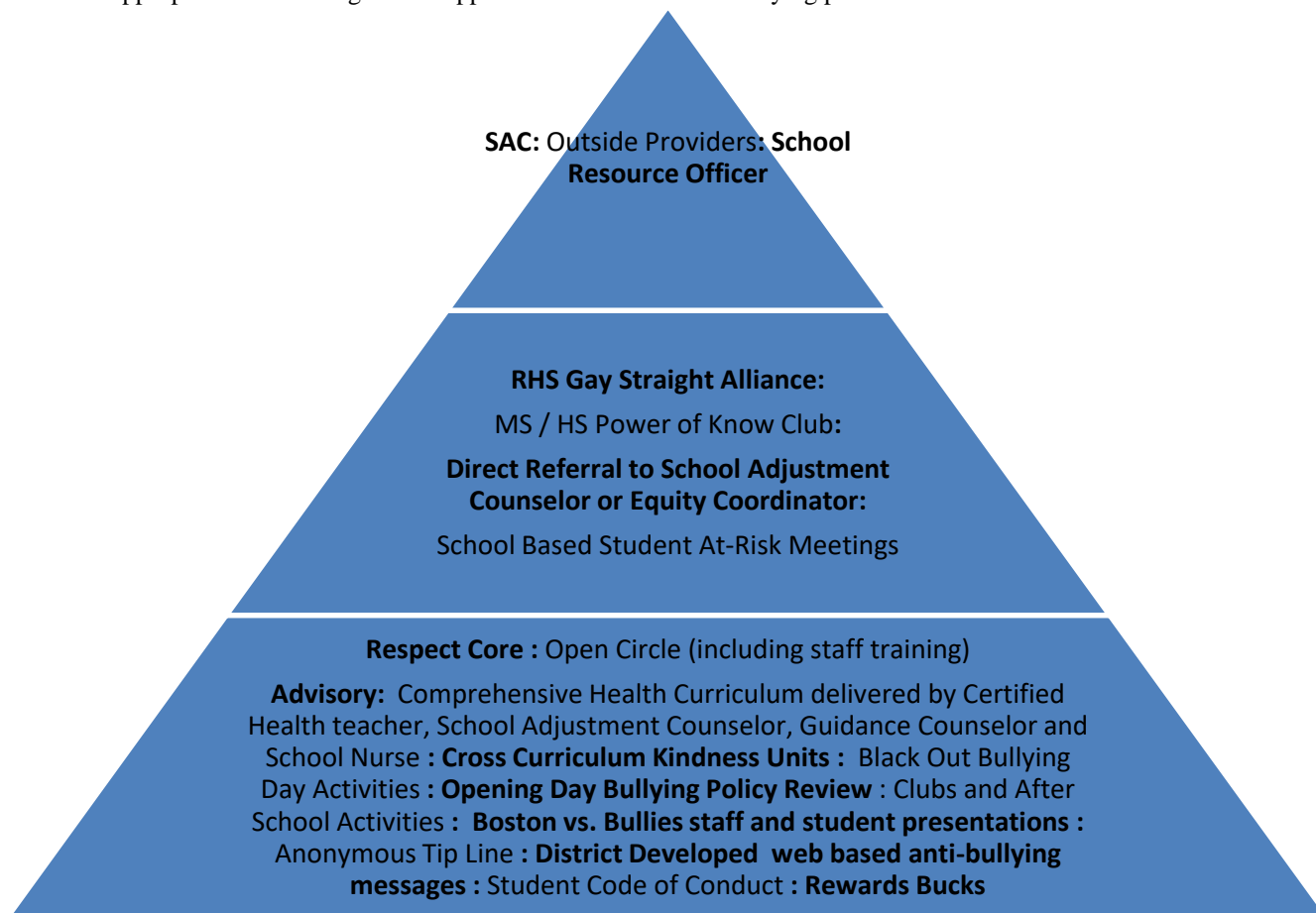
- Using scripts and role play to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaging in bullying or retaliation behaviors;
- Emphasizing cyber safety;
- Enhancing students' skills for engaging in healthy and respectful relationships;
-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

Parent Education and Resources

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

Revere Public Schools Anti-Bullying Tiered Support

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



Definition of Terms

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

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

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

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

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

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

BULLYING PREVENTION AND INTERVENTION PLAN INCIDENT REPORTING FORM

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

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

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

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

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

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

6. Information about the Incident:

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

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

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

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

FOR ADMINISTRATIVE USE ONLY

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

(Note: Reports may be filed anonymously.)

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

Signature: _____ Date Received: _____

INVESTIGATION

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

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

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

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

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

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

Conclusions from the investigation

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

☐ Bullying ☐ Cyberbullying ☐ Retaliation ☐ Discipline referral only

2. Contacts:

☐ Target's parent/guardian Date: _____

☐ Aggressor's parent/guardian Date: _____

☐ Law Enforcement Date: _____

3. Action Taken:

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

☐ Criminal Complaint ☐ Other _____

4. Describe Safety Planning:

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

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

Signature: _____ **Date:** _____

Annual Notification of the AHERA management plan



TO: Parents, Teachers

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

DATE: August 2021

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

Warm Regards,

Carl Svendsen
Director of Facilities and Maintenance