



EVERETT HIGH SCHOOL

STUDENT HANDBOOK

100 ELM STREET, EVERETT, MASSACHUSETTS 02149
617-394-2490

SCHOOL RULES ADOPTED BY THE EVERETT SCHOOL COMMITTEE
AND FILED WITH THE MASSACHUSETTS
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

THIS HANDBOOK MAY BE VIEWED IN ITS ENTIRETY
ON THE EVERETTPUBLIC SCHOOLS OFFICIAL WEBSITE:

WWW.EVERETTPUBLICSCHOOLS.ORG

PROPERTY OF:

STUDENT NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

STUDENT ID: _____

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EHS MISSION STATEMENT

The mission of Everett High School is to meet the needs of every student in our increasingly diverse community. Everett High School is committed to providing a safe, nurturing, challenging environment that empowers students to become lifelong learners and productive members of society.

EXPECTATIONS FOR STUDENT LEARNING

Everett High School students will :

1. read comprehensively and critically;
2. write coherently, creatively, logically and critically;
3. reason and problem solve effectively from both written and observed sources;
4. communicate coherently and logically;
5. apply and integrate technology into their learning experience; and
6. maintain positive relationships with peers and adults, and within the community.

ACADEMIES OF EVERETT

Everett High School is structured in an Academy model that is designed to prepare students for both college and careers. The Academies of Everett High School are five schools within the school that link students with peers, teachers, and community partners in a structured environment that fosters academic success, relationships, career preparation, and college readiness. The Academies aim to more fully engage all students, boost achievement, leverage relationships with the business community, and provide personalized support that integrates academic and technical and professional learning through real-world application and work-based learning.

EPS VISION STATEMENT

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

EHS VISION STATEMENT

The high standard of excellence provided within this environment will continue to develop responsible, ethical, caring, life long learners. These meaningful and innovative educational opportunities will enable students to mature as effective citizens, prepared to meet the demands of a challenging society. Everett High School acknowledges the mutual partnership and responsibility shared by students, faculty and support staff, administrators, families, and the community to ensure the success of this mission.

EPS CORE VALUES

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

EQUITY & ACCESS

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

CELEBRATION OF UNIQUENESS

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

COLLABORATION

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

CULTURE OF LEARNING AND INNOVATION

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

GUIDING PRINCIPLES

We are a community that:

- Promotes a positive, safe, and nurturing school environment;
- Emphasizes personal responsibility, academic creativity, critical thinking and physical and emotional well-being;
- Offers a curriculum that blends traditional and innovative learning practices;
- Provides students with the opportunity to select an academically challenging and personally fulfilling program of studies;
- Empowers each student to achieve academic, personal, and social growth.

HONOR CODE

“Who loses honor can lose nothing else.”

PUBLILIUS SYRUS

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

Everett High School is a place where each of us can learn and grow; where honor is valued in all aspects of our lives. Honesty is, therefore, a fundamental expectation of our

school. In addition, cooperation, responsibility, and independence by each member of the school community will ensure continued success.

With academic honesty at the center, a “social contract” among teachers, students and parents/guardians places responsibilities on each. Teachers must prepare thoughtful and purposeful assignments, which include a clear definition of the appropriateness or inappropriateness of sharing work and information. While students

must follow these guidelines, parents must reinforce them. Part of the parental message must be a clear statement that a poor grade honestly earned is preferable to a good grade dishonestly earned. The message that honesty is valued and expected must be sent clearly, not only by teachers and parents, but also by the entire community. The schools are at the center of a democratic government. An educated citizenry is a necessary condition for success. True education can only take place in an atmosphere of academic honesty.

A LETTER FROM THE PRINCIPAL

Dear Students:

Welcome to Everett High School for the 2020-2021 school year. This handbook was developed by students, parents/guardians, teachers and school administrators as an aid to help guide you through your high school experience.

This handbook offers the information necessary to help you understand the expectations we place on our students as well as the services we offer. Students and parents/guardians should acquaint themselves with the contents of this handbook. Our rules and regulations have been developed to ensure a safe and secure atmosphere that will maximize the educational opportunity for all students. Please let us know if you have any questions, or if you have any suggestions for how this handbook could be improved.

It is our sincere hope that parents/guardians will work with the school to prevent problems before they happen and work with the school after problems occur. We encourage parents/guardians to maintain contact with teachers, guidance counselors, and administrators in order to resolve minor issues before they become major problems.

We are looking forward to a safe and productive school year. Our dedicated teaching staff and support personnel work diligently every day to meet each student's individual needs. With your cooperation and teamwork we can increase student achievement, improve our school and build a better tomorrow for our community.

Sincerely yours,
Erick Naumann
 Principal



EVERETT, MASSACHUSETTS 02149 • 617-389-7950

PRIYA TAHILIANI SUPERINTENDENT OF SCHOOLS

KIM TSAI DEPUTY SUPERINTENDENT

CHARLES F. OBREMSKI ASSISTANT SUPERINTENDENT OF OPERATIONS

KEVIN SHAW ASSISTANT SUPERINTENDENT OF ACADEMICS & PROFESSIONAL LEARNING

ANU MEDAPPA JAYANTH CHIEF FINANCIAL OFFICER

WILLIAM DONOHUE DIRECTOR OF SPECIAL EDUCATION

ANNE AUGER DIRECTOR OF REMOTE LEARNING AND INSTRUCTION

JEANETTE VELEZ COMMUNITY ENGAGEMENT MANAGER

EHS ADMINISTRATION

Principal: Erick Naumann • **Vice Principal:** Dr. Andrea Tringali

DIRECTORS, COORDINATORS, AND DEPARTMENT CHAIRS

Director of Guidance: Johnna Hooks
Director of Career Technical Education: Cheryl Learned (Interim)
Director of Athletics and Physical Education: Tammy Turner
English Language Arts Department Chairperson: Ryan McGowan
Math Department Chairperson: David Babineau
Science Department Chairperson: Diane Perito
Social Studies Department Chairperson: Stephen Venezia
Culinary Arts Department Chairperson: Carolyn Parmenter
Special Education Chairperson: Dr. Christopher Chase
Dean of Students: Lucy DiNatale
Dean of Students: Leslie LeBlanc
Dean of Students: Danielle Bond
Dean of Students: Randy Boudreau
Music: Eugene O'Brien
Library: Mary Puleo
Health: Julie Ann Whitson
Re-Engagement Specialist: Sara Paiva

GUIDANCE COUNSELORS

Margaret Thurbide
 Kelley Buonopane
 Jerard Crosby
 Sashae Walls
 Raymond Arsenault
 Maureen Kacvinsky
 Amelia Linehan
 Britta Ashman
 Fernanda Andrade

SCHOOL RESOURCE OFFICERS

Patrick Cassidy
 Stephen Ramunno

BELL SCHEDULE

CLASS BELL SCHEDULE

PERIOD	TIME	MINUTES
1	8:00 to 9:18 a.m.	78
1	9:21 to 10:01 a.m.	40
2	10:04 to 11:22 a.m.	78
3	11:25 a.m. to 1:09 p.m.	104*
4	1:12 to 2:30 p.m.	78

LUNCH BELL SCHEDULE

PERIOD	TIME	BELLS
1	11:25 to 11:51 a.m.	11:51 and 11:54 a.m.
2	11:51 a.m. to 12:17 p.m.	12:17 and 12:20 p.m.
3	12:17 to 12:43 p.m.	12:43 and 12:46 p.m.
4	12:43 to 1:09 p.m.	1:09 and 1:12 p.m.

* Includes 78 minutes for class, 26 minutes for lunch.

ENROLLMENT AND EDUCATION OF CHILDREN OF MILITARY FAMILIES

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

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

ELIGIBLE STUDENTS

A student qualifies under the Act if, the child is school aged and his or her parent(s) is:

1. An active member of the uniformed services**
2. Member or veteran of the uniformed services who are severely injured and medically discharged or retired for a period on 1 (one) year after medical discharge or retirement; and
3. Member of the uniformed services who died on active duty or as a result of the injuries on active duty for a period of 1 (one) year after death.

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

- A person who has been granted power of attorney or a person with guardianship may enroll a military child in the Everett Public Schools.
- When the custodial parent has moved to another military assignment out of the local area, a military child may continue to attend the Everett Public School that they have been enrolled in, as long as the child continues to reside in Everett.
- The Everett Public Schools will accept hand carried educational records of military children to ensure the immediate, proper placement of students, particularly special education students whose education is guided by an Individual Education Plan, students who are serviced by a 504 Plan, students who receive services because they are English Language Learners or students who are enrolled in Advanced Placement Courses. Enrollment is allowed pending validation of official records.
- The Everett Public Schools will ensure that prerequisite course requirements will not be a barrier to a student's academic achievement, by requiring students to repeat courses. The Everett Public Schools will not prevent students from enrolling in Honors or Advanced Placement Courses due to the lack of prerequisite coursework in a previous district. The Everett Public Schools may perform subsequent testing to ensure proper placement.
- Military children shall have the opportunity to participate in extracurricular activities, if qualified, regardless of application deadlines.
- A student is given thirty days (30 days), from the date of enrollment, to be immunized. For a series of immunizations, initial vaccinations must be obtained within 30 calendar days.
- A student will be allowed to continue their enrollment at the same grade level in the Everett Public Schools that the student was enrolled in at the time of transition from the previous district, regardless of the age requirement. To enroll a child in Kindergarten in Everett, who was born after August 31 in a calendar year, and had not yet reached his or her fifth birth-date, the child must have been enrolled in Kindergarten in the previous district. A student that has satisfactorily completed a grade level in the sending district shall be eligible for enrollment in the next higher grade level in the Everett Public Schools, regardless of age
- Specific courses that are required by Everett High School for graduation shall be waived if similar course work has been satisfactorily completed in the previous district. If a waiver of coursework is denied by the Everett Public Schools, then the Everett Public Schools will provide an alternative means of acquiring the necessary coursework so that they student will graduate on time.
- Should a military student transfer to the Everett Public Schools during the senior year, they may not be eligible for a Massachusetts high school diploma due to state testing requirements (MCAS). If a military student is ineligible to graduate from the Everett Public Schools because of this requirement, the Everett Public Schools will work with the sending district to ensure receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district.

CHAPTER 74 VOCATIONAL TECHNICAL EDUCATION PROGRAM POLICY

All 9th graders interested in exploring Chapter 74 Vocational Technical Programs will be afforded those opportunities at Everett High School.

PARENTS/GUARDIANS NIGHT

Parents/Guardians Night will be held from 6:00 P.M. to 8:00 P.M. on the first Thursday after the distribution of the Mid-Quarter Notices for the first three quarters. Exact dates will be placed on the school [website](http://www.everettpublicschools.org) (www.everettpublicschools.org) and in the X2Portal. All members of the faculty will be available for consultation with parents at these times. Teachers are encouraged to talk with parents about pupils' problems. Conferences will also be scheduled during school time or after school with approval of the teacher.

SCHOOL REPORT CARD

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and implementing regulations maintain requirements for schools to prepare and disseminate report cards that provide information on school performance and progress in an understandable and uniform format. The purpose of the report card is to give parents information about their child's school in terms of academic achievement and the professional qualifications of its teachers. By making this information available each year, parents will learn how their school is doing, what its goals are, and what they can do to work more effectively with their teachers and administrators. In addition to sharing good news, the report card helps parents make informed decisions about what to do in the event that their school is determined to be "in need of improvement", based on annual test results, such as the Massachusetts Comprehensive Achievement System (MCAS).

The school "report card" includes information about teacher qualifications, school achievement in mathematics and English/language arts, reading and school performance ratings, including the follows:

- Teacher qualifications. The report card provides information about the qualifications of the teachers in the school. The information is divided into two parts: (1) the percentage of teachers who are licensed to teach in Massachusetts, and (2) the percentage of classes taught by teachers who are highly qualified to teach core academic areas such as mathematics, English/language arts, reading, science, history, etc. Parents may request this information at any time from the Principal.
- School achievement in mathematics and English/language arts and reading. The law requires that test results for reading and mathematics be reported annually. The information contained in Part II of the school report card summarizes how students performed on the last round of MCAS examinations.
- The data is broken down by grade level, subject area, and subgroups or learning populations in the school, such as limited English proficient students or students with disabilities. This information is similar to the information provided to parents about their child's MCAS scores in November.
- School performance ratings. The school report card provides information about how well the school is doing relative to others in the district and to its performance in past years. The "Progress and Performance Index" (PPI) scores for mathematics, English/language arts and science are part of Massachusetts' School Performance Rating system. In February 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind law. Massachusetts has replaced the No Child Left Behind (NCLB) goal of 100 percent of students reaching proficiency by the end of the 2013-2014 school year with the goal of reducing proficiency gaps by half by the end of the 2016-2017 school year.

This school report card is designed to help parents become informed consumers. To be fully informed, however, parents will need to judge the school's performance relative to all the schools in the district. A complete district report card for the Everett Public Schools is available for review in the Superintendent's office, in the school's office and in the Parlin Library and on the district website. If additional information is needed, parents are invited to contact the Principal.

EMERGENCY AND SAFETY PROCEDURES

BUILDING SECURITY POLICY FOR EVERETT HIGH SCHOOL

The safety of students is of the utmost importance. School doors are kept locked at all times; therefore, all visitors with any legitimate reason for visiting the school must ring the doorbell at the main entrance. After entering, the visitor then should go directly to the Principal's office where he or she should state the reason for visiting. Visitors will be issued Visitor ID badges. The Principal or designee has the right to refuse admission to visitors at any time or to restrict the areas that may be visited. To preserve the safety and security of our students and staff, all visitors are asked to remove their hats, hoods, and sunglasses while in school buildings and turn off their cell phones while in the school. Custodians will periodically check all doors and exits to be sure that they are closed properly.

SHELTER IN PLACE / LOCKDOWN PROCEDURES

Shelter in Place- is a safety practice that takes place when a situation that may be dangerous occurs near the school, somewhere in our community. There is no immediate threat to our students, but it is safer for students to remain indoors and for the school to restrict the comings and goings of everyone. During this procedure, no one is allowed in or out of the school. If you are a parent/guardian and arrive at the school while a shelter in place is in effect, you will not be allowed into the school until the Shelter in Place has ended. A lockdown is a more significant event, means that there is an immediate threat; there is a problem inside the school. During a lockdown, classroom doors are locked and students must remain with their teachers and follow instructions. If you are a parent/guardian, and arrive at the school while a lockdown is in effect, you will not be allowed in or near the school until the lockdown has ended. You will be directed to a place away from the school where information will be made available to you. Information that is available will be posted on our [website](http://www.everettpublicschools.org) (www.everettpublicschools.org.)

LOCK-DOWN PROCEDURE

THE PRINCIPAL WILL:

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

THE CUSTODIAL STAFF WILL:

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

IF IT BECOMES NECESSARY TO EVACUATE:

- Follow instructions by the Principal.

WHEN THE "ALL CLEAR" IS GIVEN, THE PRINCIPAL WILL:

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

ALICE Lock Down

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

1) Alert: Can be anything

- Gunfire
- Witness
- PA Announcement
- Phone alert

2) Lockdown: This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.

Lock the door.

- Cover any windows in the door if possible.
- Tie down the door, if possible, using belts, purse straps, shoelaces, etc.
- Barricade the door with anything available (desks, chairs, etc.).
- Look for alternate escape routes (windows, other doors).
- Call 911.
- Move out of the doorway in case gunfire comes through it.
- Silence or place cell phones on vibrate.
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
- Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.

3) Inform: Using any means necessary to pass on real time information.

- Given in plain language.
- Can be derived from 911 calls, video surveillance, etc.
- Who, what, where, when and how information?
- Can be used by people in the area or who may come into it to make common sense decisions.
- Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers.

4) Counter: This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

- Anything can be a weapon.
- Throw things at the shooters head to disrupt their aim.
- Create as much noise as possible.
- Attack in a group (swarm).
- Grab the shooters limbs and head and take them to the ground and hold them there.
- Fight dirty-bite, kick, scratch, gouge eyes, etc.
- Run around the room and create chaos.
- If you have control of the shooter call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

5) Evacuate: Remove yourself from the danger zone as quickly as possible.

- Decide if you can safely evacuate.
- Run in a zigzag pattern as fast as you can.
- Do not stop running until you are far away from the area.
- Bring something to throw with you in case you would encounter the Active Shooter.
- Consider if the fall from a window will kill you.
- Break out windows and attempt to quickly clear glass from the frame.
- Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall.
- Hang by your hands from the window ledge to shorten your drop.
- Attempt to drop into shrubs, mulch or grass to lessen the chance of injury.
- Do not attempt to drive from the area.

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

FIRE DRILL/BUILDING EVACUATION POLICY

Instructions for the fire drills are posted on each classroom wall. Teachers in charge will provide any other alternate instructions. Students entering the school for the first time should acquaint themselves with the rules and should have a good working knowledge of exits. Students are not to go on any private property during a fire drill. A student who deliberately initiates a false alarm will be referred to the proper authorities for prosecution under the law. In addition, school authorities will impose a penalty of suspension and take any other action deemed necessary to prevent a recurrence of false alarms.

NOON DISMISSAL AND EARLY RELEASE DAYS

Students will be dismissed at 12:00 on the Wednesday before Thanksgiving and on the last day of school. On noon dismissal days, a “grab and go” lunch will be available for all students.

Parents/Guardians are notified in advance of “early release days.” Those whose children attend afternoon private day care programs should notify their day care provider of “early release days.”

EMERGENCY DISMISSALS

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

SCHOOL CANCELLATIONS

Schools will be in session except in the event of inclement weather or other emergency conditions. The Everett Public Schools does NOT have early release or delayed starts, except in the case of emergency situations. Television stations will provide school cancellation announcements on Channels 4, 5, 7 and the FOX network.

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

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

Days on Which School Is Not in Session. Schools are not in session on the following days:

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

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

IDENTIFICATION BADGE POLICY

All students are required to wear an Everett High School issued identification card at all times during the school day. The ID must be visible. Failure to wear your EHS ID will result in disciplinary action. Students may not alter their school Identification Card in any way.

The cost of a replacement EHS ID will be posted in the main office. When a student has an ID debt of \$30 or more, the student's parent/guardian must come to the school for a meeting. Certain activities may be denied to a student who has an outstanding ID debt. These include, but are not limited to, attending the Prom, Senior Luau, participating in senior dress-up day, taking part in field trips etc. (change)

DELIVERY POLICY

In order to ensure the safety of all, there are to be no personal deliveries to the school. Any delivery person with food, flowers, candy, balloons, etc. will be turned away at the front door. The school is NOT responsible for notifying the intended party.

ATTENDANCE POLICIES AND PROCEDURES

The requirements for the receipt of an Everett High School diploma include an acceptable level of attendance on school days and during school hours. Exceptions to the attendance criteria will be made only by the Principal or designee, pursuant to a transcript review showing that the student is passing all necessary academic subjects and achieving the minimum credits needed for a diploma.

SCHOOL HOURS

The Monday through Friday school day begins at 8:00 A.M. and ends at 2:30 P.M. The period after school, from 2:45 P.M. to 3:15 P.M., is also considered part of the school day for those students who need extra help. For those students who have not met their obligations, this time is a period of general detention. Upon entering the school, students are to go directly to their assigned classroom. Regular attendance is expected of all students throughout school hours on each school day.

ABSENCES

A student will be considered absent from class, if he or she is not present for any of the following reasons:

- The student is absent from school;
- The student is tardy or has been dismissed;
- The student has been placed in the Alternate Academic Environment (unless the work is made up to the satisfaction of the subject teacher);
- The student has been suspended outside of school; or
- The student has cut class.

A student who is on a school-sponsored field trip will be marked absent from class; however, this absence will not count toward the total number of days of absences for that student, provided that the student completes the work for that day.

A student who is marked absent in on the daily attendance record and fails to obtain a tardy slip from the office upon his or her arrival will be marked absent for the day. This absence will not be waived.

CONSEQUENCES OF EXCESSIVE ABSENCES

For a full year course (including classes with labs):

- If a student is absent for four (4) or more days during a marking period, the student will receive a grade of "E," thereby failing the course, unless he or she is granted a waiver.
- If a student is absent for sixteen (16) or more days during the school year and otherwise is passing academically, the student will receive a grade of "E," thereby failing the course, and must successfully complete it in summer school to receive academic credit.
- If a student is absent for thirty-two (32) or more days during the school year, the student will receive a grade of "E," thereby failing the course and must repeat it the following year to receive academic credit.

For a semester course:

- If the student is absent for more than two (2) days during a marking period, the student will fail the course unless he or she is granted a waiver.
- If a student is absent for eight (8) or more days during the school year and otherwise is passing academically, the student will fail the course and must successfully complete the course in summer school in order to receive academic credit for the course.
- If the student is absent for sixteen (16) or more days during the school year, the student will fail the course and must repeat it the following year to receive academic credit.

A student on an apprenticeship must conform to all of the rules and regulations of Everett High School and must be in good standing relative to attendance, academics and character. Any student on an apprenticeship who is excessively absent or tardy will be removed from the apprenticeship.

A student will be considered to have perfect attendance only if he or she is not absent at all during the school year, is tardy no more than twice during the year; and is dismissed no more than twice during the school year. The Principal has the discretion to waive any of these requirements.

A student who is absent from school during the day is not permitted to attend school-sponsored or school-related activities, including athletic practices or events, in the afternoon or evening of the day of absence, without prior approval of the Principal. This also applies to school activities on a Saturday, if the student was absent on the preceding Friday.

ABSENCE NOTIFICATION PROGRAM

If a student has five (5) or more unexcused absences during the school year, the Principal or designee will make a reasonable effort to meet with the parent or guardian to develop action steps for student attendance. The action steps will be developed jointly and agreed upon by the Principal or designee, the student and the student's parent or guardian, with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

ADMISSION FOLLOWING EXTENDED ABSENCE

Any student who is absent due to illness or injury for five (5) consecutive school days or more must report to the school nurse upon his or her return to school, unless the student has obtained a certification from the student's family physician or a public health nurse at the Board of Health office, stating that he or she is medically fit to return to school. Any student who is excluded from school by the public health nurse or a school official for reasons related to public health must obtain an admission card from the student's physician or a public health nurse prior to returning to school, regardless of the length of the absence. The Clinic Schedule at City Hall is Monday, Wednesday and Friday, from 2:00 P.M. to 3:30 P.M. The student should present the certification/admission card to the Principal's designee, who will forward it to the nurse.

STUDENTS RETURNING TO SCHOOL FROM AN EXTENDED ABSENCE OR FROM A HOSPITALIZATION

If a student is hospitalized for physical or mental health issues, the school will schedule a meeting with the student, parent or guardian, school nurse, Principal or designee and any other necessary parties prior to the student's return to school to prepare for the student's return and to ensure that the student will be able to move forward successfully in all aspects of school life.

WAIVERS

A student may apply directly to his or her Dean for a waiver for one or more days of absence. Days of absence may be waived for any of the following reasons:

- Death in the family
- Religious holiday
- Authorized school-sponsored or school-related activity (i.e., field trip, college visit, etc.)
- Illness (A doctor's certificate must be submitted to the Dean's office for those days that exceed the number allowed prior to an automatic failure, as described above)
- Court appearance
- Military obligation
- Other reason, as deemed acceptable by the Principal or designee.

Waivers will not be given for class absences due to unexcused tardiness.

No credit will be given unless all work is completed satisfactorily by a student applying for a waiver. Due to a shortened fourth quarter for seniors, only one waiver day may be applied for during this quarter.

Proper documentation, substantiating the reason for the student's absence, must be submitted to the Dean when a waiver is requested. A student will not be considered for a waiver unless notes for indicated absences deemed excusable by the administration are on file in the Dean's office within the specified time. All documentation for waivers, including doctor's notes, must be on file in the Dean's office within three (3) school days after the student returns to school. All requests for waivers at the end of the term must be received by the Dean no later than the last day before the end of the marking term.

If a student is dismissed by the school nurse, that student will have the opportunity to earn an attendance waiver. In order to do so, the student must make up the TIME and WORK for the class(es) missed. This MUST be done within five (5) school days of the student's return to school after the dismissal. The teacher will notify the appropriate Dean of the student's completion of the time and work so that the dismissal may be waived. At the discretion of the Principal or designee, a student who is dismissed by another staff member may have the opportunity to earn an attendance waiver according to the same requirements.

ATTENDANCE BUY-BACK POLICY

A student may "buy-back" up to two (2) days of absence each term in accordance with a set of guidelines that are available in the Dean's office, subject to the following exceptions:

- A student may not buy back any day on which he or she was absent due to class cutting or suspension (either internal or external).
- At the discretion of the Principal or designee, a student whose overall deportment is in violation of school rules may be denied the opportunity to buy- back absences.
- Any violation of school rules that causes a student to violate the attendance rule (e.g., the student is truant, suspended, placed in an Alternate Academic Environment) will exclude that student from applying for a waiver for that marking period.

In brief, a student seeking to buy back up to two (2) days of absence must comply with the procedure set forth below:

- The student must inform his or her Dean of the intention to buy back a day and obtain the appropriate form.
- At the start of the six-day buy-back period, the student must have each of his or her teachers initial the form. The Principal or designee will determine when the buy-back period will start. Once the forms are signed, it is the student's responsibility to safeguard them until it is time for the student to return them to the Dean.
- The student must attend school for six (6) consecutive days following the day on which his or her teachers initial the form without being tardy or incurring any disciplinary issues. The student must complete all assigned work on those days.
- On the sixth day, the student must have each teacher sign the form again, verifying the student's attendance, positive behavior and class work.
- The student must return the form at the end of the sixth day to the Dean's office. If the student successfully follows the above procedures, a one-day waiver will be granted.

Attendance at Saturday detention and completing the academic requirements at Saturday detention may be used in conjunction with the waiver policy, at the discretion of the Principal or designee.

At the discretion of the Principal or designee, any student whose overall deportment is in violation of school rules will not be allowed to "buy back" days of absence.

ATTENDANCE POLICY FOR TRANSFER STUDENTS

When a student transfers to Everett High School from another country or another community, the total number of missed school days that the student has accumulated to that point in the school year will be counted as days of absence; provided that a final determination on the total number of absences will be made by the Principal or Vice Principal at the end of the school year.

TARDINESS

Chronic tardiness is a serious offense. It is disruptive to the educational process, and will be managed accordingly.

- A student is late for school if they arrive after the 8:00 A.M. bell.
- Any student who arrives for school after 8:05 A.M. but before 8:53 A.M. must report to the Dean, at the tardy door, for a tardy slip.
- Any student who is tardy after 8:50 A.M. will be given an absence from the first period class.
- Any student who arrives after 8:50 A.M. must report to the main office for a late slip. If a student fails to report for a late slip, he or she will be considered to be absent from all classes that day, and the absences will be counted under the attendance policy described above. In addition, the Principal or designee may take further disciplinary action against the student.
- Any student who arrives after 8:50 A.M. may be required to provide a written excuse for his or her tardiness from a parent or guardian. If the student does not have a written excuse, the student will be assigned a period

of detention, unless the school secretary is able to reach the student's parent or guardian and the parent or guardian provides the secretary with an excuse for the student's tardiness. If a student is assigned to detention and fails to report, they may be subject to further disciplinary action, up to and including suspension.

- If a student is tardy more than three (3) times in any quarter, the following procedures will be implemented:
 - The fourth time that a student is tardy in a quarter, he or she may be assigned to detention. If the student is assigned to detention and fails to report, they may be subject to further disciplinary action. In addition, the guidance counselor will notify the student's parent or guardian of the student's repeated tardiness. Repeated tardiness will result in disciplinary action.
 - The sixth time that a student is tardy, the student will be assigned to detention. If the student fails to report to detention, they may be subject to further disciplinary action, up to and including suspension.
 - On the sixth time that the student is tardy, the guidance counselor or Dean will contact the student's parent or guardian, and the parent or guardian will be required to attend a meeting with the guidance counselor and the Dean to discuss the student's behavior.
 - If a student is tardy again during that quarter, the student will be assigned a consequence in alignment with tiered interventions by the Dean.

TARDY TO CLASS

A student who is tardy to a class will be admitted, even if he or she does not have an authorized slip to be admitted to the class. The student, however, may be required by the teacher to remain after school for afternoon work with that teacher. Students who are habitually late for class may be referred by the teacher to the Principal or designee.

DISMISSALS

No student will be allowed to leave the building during school or be dismissed without permission from the office.

Students bringing notes for dismissal should present them to the Principal's designee before 7:55 A.M. Dismissal notes will not be processed after this time unless a student arrives after 8:00 A.M. and has a note from a parent or guardian, explaining the student's tardiness.

Dismissal notes should indicate the student's name and the date, time and reason for the dismissal. The note must be signed by the parent or guardian and must contain a telephone number that matches a number in the school data base or is on the emergency card so that the note can be verified. Everett High School will verify dismissal notes. Dismissal forms are available in each classroom. A sample form is included as **Appendix A**.

Students may be dismissed only for extraordinary circumstances that require the student's presence during school time. Dismissal for senior pictures will not be allowed.

The Principal or designee, however, reserves the right to reject such dismissals in cases where the student's overall attendance record is poor or the student has abused the privilege.

Any student who is dismissed for only a portion of the school day must return within thirty (30) minutes of the stated time for return on the dismissal note.

A student who is dismissed will have the opportunity to earn an attendance waiver for that dismissal. To do this, the student must see their Dean to obtain a "Dismissal Verification" form and discuss the terms of the attendance waiver. These waivers will be granted at the discretion of the Principal or designee.

Dismissal requests will not be accepted over the telephone during the school day. Parents or guardian MUST come to the school to request their child's dismissal in such circumstances. Parents are asked to avoid coming to school to dismiss a student during the lunch block unless there is an emergency.

ACADEMIC INFORMATION

Students are expected to give priority to academic achievement and to assume significant responsibility for learning the content of each course. Classes are taught by licensed teachers who design lessons to maximize student learning and to meet the needs of all students. Students are expected to learn about, understand and appreciate all cultures. Students are expected to work to the best of their ability in all classes and to complete all daily classroom and homework assignments that reflect their best effort, organization and thought. Any student who experiences difficulty in a class should ask the instructor for extra help after class or after school. Student achievement is

strengthened when students are in class and complete assigned work. Teachers, counselors, and administrators are willing to work with a student and the student's parents to develop positive learning strategies for the student.

ENGLISH LEARNER PROGRAM: SHELTERED ENGLISH IMMERSION

The English Learner (EL) program performs the following activities:

- Determines annually, not earlier than October 1, the number of English Learners in the schools, and classifies them according to grade level, primary language and the EL program in which they are enrolled.
- Screens all incoming students using a Home Language Survey and, based on the results of the survey, assesses students for English proficiency in reading, writing, speaking and listening using the Massachusetts uses Kindergarten W-APT, WIDA MODEL for Kindergarten, and WIDA Screener for Grades 1-12.
- Places students with limited English proficiency (LEP) in a Sheltered English Immersion (SEI) classroom that provides sheltered content instruction as well as explicit English Language Development (ELD/ESL) instruction.
- If the parent/guardian of an English Learner "opts out" of English language support programs, documents the parent/guardian's notice and does not place the student in an ELD/ESL classroom. The student will continue to be classified as LEP and will participate in ACCESS and MCAS testing. When possible, the student will be placed in a classroom with a teacher trained in English language acquisition strategies. The school district will continue to keep the parent/guardian of a student who has "opted out" informed of the child's progress.
- Administers ACCESS and MCAS testing annually to all English Learners
- Monitors the progress of students identified as FLEP (Formerly Limited English Proficient) for four (4) years after reclassification. The school district does not remove the designation of LEP until the student meets the state's criteria for English Proficiency which is based on ACCESS test results.
- Provides for waivers based on parent request under certain circumstances, assuming that the parent annually applies by visiting the student's school and providing written informed consent.
 - For students under the age of 10, waivers are allowed under the following conditions: (a) the student has been placed in an English language classroom for at least thirty (30) days prior to the parent's application for a waiver; (b) documentation has been provided by school officials in no less than 250 words that the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of education study, and such documentation has been included in the student's permanent school record; and (c) the waiver application has been signed by the Principal and the Superintendent.
 - For students age 10 and older, waivers are allowed when it is the informed belief of the Principal and educators that an alternative course of educational study would be better for the student's overall educational progress and rapid acquisition of English.
- Allows students receiving waivers to be transferred to bilingual programs, including two-way bilingual programs, or "other generally recognized educational methodologies permitted by law."
- Requires schools in which twenty (20) students or more of a given grade level receive a waiver to offer bilingual or other type of language support program; in all other cases, students with waivers must be permitted to transfer to a public school in which such a program is offered.

Parents have legal standing to sue for enforcement of the laws relating to the education of LEP students, and school officials may be personally liable if they willfully and repeatedly refuse to implement the laws, or induce a parent to apply for a waiver by fraud or intentional misrepresentation.

PROGRAM TYPES AND SERVICES

Sheltered English Immersion is defined as an English language acquisition method for where curriculum and presentation are designed to develop academic content alongside English development. Books and instructional materials are in English, and all reading, writing and subject matter are taught in English. Effective sheltered instruction includes both content instruction and explicit, direct instruction in English language development (ELD/ESL) using a curriculum based on the WIDA ELD standards and instruction tailored to students' proficiency levels. Effective sheltered instruction generally includes the following elements:

Lesson plans that include:

- Current content objectives based on standards from the English Language Benchmarks for Common Core State Standards in English/Language Arts, History and Social Science, Mathematics, and Science and Technology/Engineering.
- Language Objectives that target academic English language development in order to increase access to curriculum and increase domain specific vocabulary, sentence structure, and discourse.
- Frequent opportunities for interaction and discussion between teacher and student and among students, which

encourage elaborated responses by students about lesson concepts.

- Availability of supplementary materials that support the content objectives and contextual learning, such as:
 - Hands on manipulatives
 - Pictures and visual images
 - Multimedia materials
 - Demonstrations
 - Adapted text
 - Graphic organizers
- Instruction that emphasizes English vocabulary by combining the teaching of vocabulary and the teaching of content.
- Instruction that is designed to increase comprehensibility of spoken English by the use of speech appropriate for students' proficiency level, a clear explanation of academic tasks, and the use of supplementary materials (see above).
- Adaptation of content, including texts, assignments and assessments. Presentation of content in all modalities, including written text, must be within the students' English proficiency level. Testing and informal classroom assessments should be appropriate for the students' English proficiency levels.
- Regular classroom activities that provide opportunities for students to practice and apply new content and language knowledge in English.
- Students actively engaged in learning 90–100% of the time.
- Students integrated with Native English-speaking peers.

HOMEWORK POLICY

Homework is required and is an integral part of the student's grade and grade average. Homework consists of assignments that must be completed outside of class time. Such assignments are an important part of the curriculum and support work that is done in the classroom. Homework improves independent study habits through practice and review. It also provides a great opportunity for students to be creative. Parents/guardians can help students by providing a quiet and well-lit work place and by checking to see that work is completed regularly and by encouraging a consistent home study routine.

Teachers will issue their own policy for homework.

MAKE-UP SESSIONS

Make-up sessions are held after the end of the regular school day until 3:15 P.M., two times per week or one hour a week with the approval of the Principal.

ADD/DROPS

No student will be allowed to drop or change a course once the school year has begun without the permission of the Principal or Vice Principal. Students who add or drop courses will not receive any credit for the course that is dropped. To receive credit for an added course, work must be made up to the satisfaction of the teacher and the Principal or designee. When a student drops a course and adds a new course, the number of days that the student may be absent in the added course will be determined based on the number of days left in the school year.

REPORT CARDS

Report cards will be issued quarterly during the following months: November, January, April and June. The last report card will be mailed home shortly after the last day of school. Exact dates will be placed on the school website (www.EverettPublicSchools.org) and in the X2 Portal. Students receiving services pursuant to an IEP will receive regular report cards and/or progress reports on the same schedule as regular education students.

MID-QUARTER NOTICES

Mid-quarter notices will be sent home during the following months: October, December, March and May. Exact dates will be placed on the school [website](http://www.EverettPublicSchools.org) (www.EverettPublicSchools.org) and in the X2Portal.

GRADING FOR EVERETT HIGH SCHOOL

A grade is a measure of achievement and should not be influenced by nonacademic factors other than attendance, as described in the attendance policy for Everett High School. The primary purpose served by grades is to describe the level of academic achievement attained by the student. Thus, grades should reflect students' knowledge of a subject, their understanding of applicable concepts, and their ability to use the information and skills taught in the course. Grades should not be used as a punishment for a student's behavior, nor should they be used as a reward

for cooperation, citizenship or other similar conduct. Remarks concerning conduct should be reserved for the comment section of the report card.

At the beginning of each marking period, the student should be made aware of the teacher's grading procedure. The weight of tests, quizzes, labs, homework, class participation and the attendance policy should be discussed at this time.

A student's grade will be based on a percent grade (0-100) which will then be assigned a letter grade according to the table set forth below. The teacher will be required to retain the percentage grade for use in assigning a final grade for the year. The grade for the year will be an average of the four (4) quarters, the midterm, and the final exam. All grades reflect the teacher's best judgment of the student's academic achievement.

The teacher will be the final judge of a student's achievement and grade.

Student grades are indicated in accordance with the descriptive evaluation of grades as noted below.

Letter Grade Numerical Equivalent

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59
E	50-56 (Attendance Failure)

Attendance Failure – If a student receives a grade of "E" in a subject and subsequently successfully completes the course in summer school, the grade that the student otherwise would have received for that course will be placed on the student's official transcript at the end of summer school for two (2) marking periods (quarters). If the student's attendance failure is for more than two (2) quarters, the two (2) marking periods that will be replaced are those which will give the student a higher grade.

INCOMPLETE GRADES

An incomplete grade may be assigned to a student at the discretion of the teacher, provided that no student will receive an incomplete grade for the fourth quarter of a school year.

Incomplete grades may be made up in accordance with the following rules:

- The standard amount of time allocated to make-up an incomplete grade is fifteen (15) school days.
- Teachers may extend the fifteen-day time period with the consent of the Principal or Vice Principal.
- Before the start of a new quarter, all incomplete grades will become "F"'s unless the fifteen-day period overlaps the quarter.

It is the student's responsibility to contact the teacher and to make arrangements to resolve an incomplete grade.

FAILING GRADES

Because a grade of "F" usually leads to an administrative decision of great importance to the student, teachers will assign "F"'s with great care. A grade of "F" indicates that a student has not met the course requirements.

RANK IN CLASS

Rank in class is used primarily to identify a student's academic standing within their grade. Class rank is determined using a quality-point system, described below. Advanced level subjects that require more concentrated study are weighted more heavily than those subjects delivered as a general track course.

To determine a student's class rank and GPA, all required courses will be considered, provided that only grades earned at Everett High School will be used. If a student has taken fewer than five (5) required courses, elective

courses will be considered. The wwelectives will be utilized in the order that is most beneficial to the student. Elective courses, however, will not supersede required courses in determining a student's GPA. A student's GPA must be based on a minimum of two (2) marking periods. At a minimum, this would be four (4) quarterly grades for one (1) previous year and the first quarter of the student's senior year. A student's GPA must be based on a minimum of three (3) courses. Any course that meets fewer than six (6) periods per cycle, however, will not be used to determine a student's GPA unless the course is required for graduation. Any course in which a student receives a pass/fail grade will not be considered in determining a student's GPA.

To be assigned a Grade Point Average (GPA), a student must be enrolled at Everett High for a minimum of two (2) years. In the event that a student has been enrolled at Everett High School for fewer than four (4) years and has a GPA that would place him or her in consideration to be ranked Number One (Valedictorian) or Number Two (Salutatorian) in the class, the student will be matched against all other students based on the same length of time at Everett High School to determine rank in class.

EVERETT HIGH SCHOOL NUMERIC SCALE EQUIVALENT

SCALE GRADE	REGULAR COURSE WORK	ACCELERATED OR HONORS COURSE WORK	ADVANCED PLACEMENT COURSE WORK	CONVERSION TO 4.0 SCALE
A+	4.3	4.8	5.3	4.0
A	4.0	4.5	5.0	4.0
A-	3.7	4.2	4.7	3.7
B+	3.3	3.8	4.3	3.3
B	3.0	3.5	4.0	3.0
B-	2.7	3.2	3.7	2.7
C+	2.3	2.8	3.3	2.3
C	2.0	2.5	3.0	2.0
C-	1.7	2.2	2.7	1.7
D+	1.3	1.8	2.3	1.3
D	1.0	1.5	2.0	1.0
D-	0.7	1.2	1.7	0.7
E	0.0	0.0	0.0	0.0
F	0.0	0.0	0.0	0.0

This grade weight table will NOT be used to determine a student's grade for the quarter or for the year. Its use is solely for determining a student's GPA and class rank.

GRADING ISSUES

The school promotes an environment where honesty is valued. Students who cheat compromise that environment. Furthermore, to provide the best possible education for each individual student, a student's work must reflect their best effort. Cheating seriously hinders the ability of a teacher to diagnose or remediate the work of a student. Therefore, cheating will not be tolerated and will be addressed in the following manner:

- Situations arise in which classroom teachers have the responsibility to define appropriate and inappropriate sharing of information. For example, routine homework assignments, group work, and projects where parents may have some part allow for the sharing of information. Classroom teachers will set guidelines for assignments that require students to share information. In two (2) areas, however, testing and papers, the rules are clear: information sharing is not allowed.
- Tests and quizzes are designed to evaluate a student's knowledge of a particular subject area. To be fair to all students, the integrity of a testing period must be maintained. Therefore, in testing situations, the following will constitute cheating:
 - looking at another student's paper
 - copying information from another student or from notes on one's person or in one's possession

- talking to another student during a test or quiz
- having a copy of a test or quiz prior to that test or quiz being administered
- giving or receiving any information between or among students during a test
- giving or receiving information about a test between or among students who have and have not yet taken the same or a similar test
- using any unauthorized electronic equipment during a test or quiz or using authorized electronic equipment in an unauthorized manner (e.g., to access information about the subject matter of the test, etc.)

PLAGIARISM

Writing is an exercise in thinking and expressing one's ideas. Students write a response, express their understanding of an idea or topic in their own language and, thereby communicate clarified thoughts to another. This is an invaluable learning process. Therefore, thwarting this process by passing off the ideas and/or written work of others as one's own is a form of cheating called plagiarism. Plagiarism is the act of claiming as one's own the work of another. The responsibility of each student is to identify the sources of the words, ideas and facts presented in a paper or similar project. Words taken directly from a source must be cited in quotation marks. Ideas and facts taken from a source must be credited to the author. The only exception to this is factual information that falls into the category of "common knowledge," e.g., that the Declaration of Independence was promulgated on July 4, 1776.

The mechanics for citing sources will vary from course to course and teacher to teacher, depending on the type of assignment. The responsibility of the student is to follow the rules of citation. Given a choice between over- and under-citation, students always should choose to over-cite, and thereby eliminate the possibility of plagiarism. The basic point for all students to remember, however, is that all work presented without citation is presented as original work. If, in fact, it is not original work, it is plagiarized and is subject to the penalties herein described. The simple rule to follow in all cases is that a student should be able to state honestly, "The words and ideas presented in this paper are my own unless otherwise indicated."

CHEATING

All incidents of cheating must be reported in writing to the department head, Vice Principal, Dean and appropriate guidance counselor. Incidents of cheating are considered as violations of the behavior Code of Conduct, and are violations of our belief in, and commitment to, academic honesty. Infractions will be entered into the computerized behavioral file of the student. These consequences are cumulative for grades 9-12 and are as follows:

First Offense

The student will receive a zero on the assignment, test, project, etc. Notification will be sent to the student's parents. Based on the philosophy that students can learn from their mistakes, the Principal or Vice Principal may allow the student to redo the assignment, according to the terms of the assignment, within a reasonable time for up to 65% credit instead of the zero. This will apply only one (1) time for only one (1) incident.

Second Offense

The student will receive a zero on the assignment, test, project, etc. or the student's grade for the quarter will be lowered by ten (10) points, whichever is greater. A conference with the student, student's parent, teacher and administrator will be conducted.

Third Offense

The student will receive a zero on the assignment, test, project, etc. and will lose credit for the course. A conference with the student, student's parent, teacher and administrator will be conducted. A letter will be placed in the student's behavior file describing the cheating incident.

- In cases where cheating is suspected but not documented, the teacher will discuss the matter with the student(s).
- A teacher will report all documented offenses to the student's guidance counselor, the department head and the Vice Principal. The teacher will notify the parents of all cases of documented cheating in writing. Students and parents will have the opportunity to discuss all documented offenses with the teacher, Vice Principal and/or Principal. A letter documenting the cheating offense will be placed in the student's behavior file. A parent or student may request that this letter be removed at a later date (please see Amendment of Student Record).
- A voluntary honor code will be adopted. This code will be discussed each year and students will be asked to commit themselves to academic honesty.

HONOR ROLL

The High School office issues an Honor Roll each term. Achieving a place on the Honor Roll is something that every student should strive to attain in his or her search for excellence. Everett High School maintains a high scholastic standing and expects that each student will use the best of his or her ability to contribute to that standard. To be eligible, a student must receive a minimum of four (4) letter grades and must be enrolled in a minimum of twenty-five (25) course credits.

There are three (3) levels on the Honor Roll at Everett High School.

HIGH HONOR: "A"s in every subject

HONOR: More "A"s than "B"s, or an equal number of "A"s and "B"s in every subject with no mark lower than a "B"

CREDIT LIST: "A"s and/or "B"s in every subject with no more than one "C"

NATIONAL HONOR SOCIETY

The Everett High School Chapter of the National Honor Society began in 1969. Students may be selected to the Society during their junior or senior year. The four (4) principles by which they are selected are leadership, service, character and scholarship. Membership in the Society is a privilege, not a right. Students should consult with the advisor of the Society for complete details regarding eligibility. The following is a summary of the four principles considered for admission to the Society:

Scholarship: A student who earns a cumulative 3.7 GPA at the end of the second quarter of his or her junior year will be eligible for membership. A student will be considered for membership in the Society if he or she meets the cumulative 3.7 GPA at the end of the first quarter of his or her senior year. Grades for seniors will be calculated through, and will include, the third quarter. A senior whose GPA falls below 3.7 at the end of the third quarter will be warned about his or her status in the Society. They will have until the end of the fourth quarter to reach the 3.7 GPA requirement. If the requirement is not met, the student will be dismissed from the Society.

Character: Character includes honesty, fairness, reliability, adhering to school regulations including those relating to attendance and tardiness, and upholding principles of morality and ethics.

Leadership: Leadership includes the holding of an office, classroom or athletic leadership position, and influencing others for a good environment in and out of school. Dependability, reliability and initiative are leadership qualities.

Service: To fulfill the service requirement, a student must be involved with community service in and outside of Everett High School. Students must participate in two (2) or more activities from two (2) different categories at Everett High School during the years preceding eligibility for membership in the Society, and continue the service after membership. These in-school activities may include athletics, music, arts, academic and civic teams and clubs. The activities also may include tutoring, serving as a Big Brother or Big Sister, assisting teachers and Department Heads, and engaging in other peer help experiences. Each student will complete two (2) hours per month of community service outside of Everett High School. Grade 9 service hours may be in school or outside of school, but must total two (2) hours per month, and must include one (1) school activity.

Clubs and sports are school activities, not community service activities. Examples of outside school community service activities are volunteering at shelters, hospitals, churches, religious institutions, schools or other community organizations. Participating in the Walk for Hunger, Walk for AIDS, clothing drives, bottle drives, and other honorable service acts will count towards the student's community service hours. An authorized person must sign for each activity. Failure to meet the Service requirement will result in the student not being considered for admission into the Society. Any service performed after July 1 will be counted towards the following year's service hours. Seniors must have their Service hours before May 15. Juniors who qualify academically, but have not completed their community service requirement, will have until the end of the school year to complete it.

Essay and Consideration Packet: Each student will write an essay describing how he or she has displayed the four characteristics of a Society member. The student will give specific examples of how he or she exhibited those characteristics and will explain why they should be considered for membership in the Society. A Consideration Packet will accompany the essay.

During the early part of the third quarter of each year, the Society advisor will submit to all teachers, administrators, guidance counselors, club advisors, and athletic coaches the names of those students who qualify academically for membership in the Society. Comments from this group will be evaluated in determining the status of a student in the Society. A summary of these evaluations will be submitted to a faculty council that consists of five (5) faculty members who are responsible for the election of members into the Society.

Miscellaneous: If a student is absent from a Society meeting and does not report to the advisor by the following morning, the student will receive a warning relative to their continued status in the Society. A similar action

regarding another meeting will result in probation. A third such incident will result in dismissal from the Society.

Grades will be checked every quarter. If the GPA of a member of the Society falls below the required 3.7, that member will have the succeeding quarter to raise his or her GPA to 3.7. If this does not occur, the student will be dismissed from the Society. If the student brings his or her GPA back to 3.7, but falls below 3.7 again, they will be dismissed from the Society.

Results of Uncharacteristic Behavior:

- First infraction: written warning
- Second infraction: probation
- Third infraction: dismissal

Note: Cheating will be just cause for immediate dismissal from the Society.

All Society members are expected to conduct themselves in a manner consistent with the high standards of the National Honor Society. All school rules must be followed. If such standards are not maintained, the advisor will inform the student and the student's parent or guardian that the student will have a hearing before the Faculty Council.

Dismissal from the Society may result. If the Faculty Council votes to dismiss a student and the family does not agree with the decision, the decision may be appealed to the Principal within one (1) week of the date of the decision. A student who is removed from the Society must surrender their pin and certificate to the advisor.

Although receiving the Honor Medal is not directly related to being a member of the National Honor Society, a student who earns a cumulative 3.7 GPA at the end of the second quarter of his or her senior year will be eligible for an Honor Medal. The student must maintain a 3.7 GPA through the end of the fourth quarter of the senior year, in order to be awarded a Medal.

ACADEMIC REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

All students in extracurricular activities, including, but not limited to clubs, organizations, elected class representatives, etc., must adhere to all codes of conduct and all attendance rules. A copy of the code of conduct for extracurricular activities is attached as **Appendix B**.

SUMMER SCHOOL

Students may be permitted to attend summer school to obtain credit for subjects failed in the previous school years, subject to the following guidelines:

- Students will not be allowed to attend summer school without the approval of the subject teacher, Vice Principal and Principal. No credit given for courses, unless the approval process has been followed.
- The summer school that the student attends must be approved by the Principal of Everett High School in order for the student to receive credit for the course.
- A student who is absent thirty-two (32) days or more (and has not received waivers for the absences) will NOT be allowed to attend summer school or night school.
- If a student passes a course in summer school for which they had been given a yearly grade of "F," the student's grade will remain an "F," but he or she will be given credit for course in either of the following ways:
 - The summer school grade will replace the grade of two marking quarters subject to individual circumstances determined by the Principal or Vice Principal. If these new grades are averaged with the other grades and the yearly average is a passing grade, then the student will be given credit for that class.
 - The summer school grade will be listed on the transcript as the summer school grade for that class, and the number of credits earned will be listed next to this grade. These credits will count for purposes of graduation. The former grade also will remain on the student's transcript. This method will be the norm unless the student petitions the Principal or Vice Principal for approval to use the first method.
- To receive credit for a summer school course, the student must take the course at a summer school that has been approved by the Principal of Everett High School.

GRADUATION REQUIREMENTS

ACADEMIC COURSE REQUIREMENTS

Over the next four years, the minimum credits required will be increasing each year. Please consult the table below to see the credit requirement for your class.

Year of Graduation	Minimum Credits Required to Graduate
2020	115
2021	120
2022	125
2023	130

Students must have passed the following courses:

- 4 years of English
- 2 years of Social Studies
- 4 years of Mathematics
- 3 years of Science
- 4 years of Physical Education
- 1 year of Health

Specific course requirements, which must also be met, can be found in the Everett High School Curriculum Guide.

PHYSICAL EDUCATION COURSE REQUIREMENTS

Students are required by law to take physical education classes each year. A student, however, may be medically excused from physical education class if he or she submits a doctor's note, satisfactory to the Principal, stating the specific medical reasons for the student's inability to participate in physical education classes. Such medical excuse will be in effect only for the school year in which it is submitted. A student who is medically excused from physical education classes is not permitted to participate on an athletic team or cheering team.

REGULATIONS FOR NON-GRADUATING SENIORS

Any student in the senior class whose academic performance fails to meet the graduation requirements for that school year will NOT BE ALLOWED to participate in the graduation ceremony that year. The student, however, with the consent of the Principal or Vice Principal, will be allowed to attend summer school to attain the necessary credits to graduate, will receive their diploma upon successfully completing his or her academic requirements, and will be allowed to participate in the graduation ceremony at the end of the NEXT school year, if their academic requirements have been met by that time.

Any student who is in violation of the attendance policy will not be allowed to participate in the graduation ceremony for that school year.

STATE TESTING (MCAS)

To be eligible to receive a diploma, a student must meet the MCAS requirements established by the Department of Elementary and Secondary Education (DESE). Everett High School supports these standards and will enforce all rules and regulations relative to DESE's requirements for student testing and high academic standards.

CODE OF BEHAVIOR FOR GRADUATION EXERCISES

Students must conduct themselves in a respectful manner and observe all federal, state, city and school regulations, particularly those regulations regarding drugs, smoking, alcohol, firecrackers, weapons and safety, during the graduation exercises.

Participation in the graduation ceremony is a privilege granted to students in good standing and not a right. The Principal has the authority to have any student who violates the code of behavior removed from graduation. Any student who engages in any of the following offenses during school hours, while traveling to and from school, or during any school-sponsored or school-related activities, including athletic events, may be prohibited from attending the graduation exercises:

- Possessing alcohol or drugs
- Being under the influence of alcohol or drugs
- Physically or verbally abusing a teacher or student
- Initiating a false alarm, bomb threat, building evaluation, shelter-in-place or lockdown, or taking part in a plan to initiate such an action
- Possessing a weapon or any other instrument deemed by the Principal to be a potential weapon

- Stealing property belonging to the school, a teacher or a fellow student
- Repeatedly engaging in behavior
- Selling illegal articles on school property
- Engaging in any activity that the Principal believes endangers the lives or safety of others in the school
- Willfully destroying or defacing school and/or personal property and refusing to pay for its restoration, or destroying or defacing school and/or personal property on repeated occasions
- Demonstrating an overall disregard for school rules and lack of respect for teachers or administrators.

The above is not an exhaustive list of offenses constituting grounds for excluding a student from graduation exercises. A student also may be excluded if the Principal determines that such an action is necessary to preserve order or the dignity of the graduation ceremony.

STUDENT SERVICES

GUIDANCE PROGRAM

The Guidance Department is located in C Building, Room 1700 on the first floor, near the front entrance to the school. The Guidance Department is committed to the educational, vocational, personal and social counseling of all students. Upon entering the high school, a student is assigned a counselor. Group and individual meetings are held whenever feasible relative to such topics as classroom issues, subject difficulties, course selection, college applications, testing, financial aid, and occupational and career education information. Counselor-initiated interviews are conducted as a routine part of the program. Students should make appointments see their counselors whenever they wish and whenever the counselor feels it is necessary. Appointments should be made between 7:45A.M. and 7:55 A.M. or at the close of school. Students will not be allowed in the Guidance Office without a pass from the guidance counselor, except in emergency situations.

HEALTH OFFICE

The Health Office is located in Room 1504 on the first floor in B building. For information regarding the health curriculum and other health-related matters, see **Appendix C**.

ACCIDENTS/INJURES

All accidents and/or injuries should be reported promptly to the teacher in charge. The teacher will assist the injured student or refer him or her to the Health Office. The nurse or other personnel will call home to report the incident to the parent or guardian.

ADMINISTRATION OF MEDICATION

No medication may be taken by a student in the Health Office without a "Statement of Need," signed by a physician and the student's parents. Special forms authorizing the administration of medication to students in school may be picked up in the Health Office and are attached as **Appendix D**.

IMMUNIZATIONS

The flu vaccine is now recommended for all Massachusetts school students enrolled in K-12 education.

CONCUSSION POLICY

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

Each student is responsible for their own health and accident insurance. The school offers the opportunity to purchase accident insurance. It is recommended that students participating in shops, science laboratories, sports or any other extracurricular activities purchase this coverage.

EVERETT TEEN HEALTH CENTER AT EVERETT HIGH SCHOOL

100 Elm Street, Everett, MA 02149
Telephone: (617) 843-0700,

[The Everett Teen Health Center](#) is one of four school-based health centers operated by Cambridge Health Alliance. Health Services at Everett Teen Health Center are provided by expert clinicians and include the following:

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

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

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

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

MEDIA CENTER

The Media Center/Library in Room 5000 is open from 7:30 A.M. to 3:15 P.M. on Mondays through Fridays. Students may utilize the library before or after school.

Subject teachers are encouraged to bring entire classes to the library when working on special research or enrichment projects. Because a large number of students may disrupt the library routine or services, class visitations are allowed by appointment only. Teachers are to consult with the librarian to set a date for the visitation. Any teacher in the library may take action against a student who repeatedly breaks the library rules. If the violation is serious, the teacher will call the Principal's designee or will send the student to the administrator's office. At the discretion of the teacher, violation of library rules may result in the loss of the student's library privileges.

MEDIATION / RESTORATIVE JUSTICE

The mediation process was instituted to resolve conflicts that might occur between two or more individuals and, by doing so, to prevent a potentially violent confrontation. A student, teacher, administrator, guidance counselor or any other person aware of a potential situation in the school involving such a conflict may initiate the mediation process. The mediation process is confidential and must be agreed to by all parties involved. Conflicts relating to rule infractions involving fights, drugs, weapons and other illegal activities will not be mediated, unless an administrator recommends mediation.

The Principal or Vice Principal will assign the Mediator.

Restorative justice is a voluntary process that brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Restorative justice may be available at the discretion of the Principal or their designee.

SOCIAL SECURITY

High School personnel will assist students who require Social Security forms to be completed, documenting their attendance at Everett High School. Students must provide personnel with a thirty (30) days notification period. During this period, the student's attendance will be monitored. If the student does not attend school at least 80% of the time, the school will note that on all forms or letters provided.

VOTER REGISTRATION

Students who wish to register to vote may do so at Everett High School in the Guidance Office. The following teacher has been sanctioned by the Board of Registrar for this program: Stephen Venezia.

GENERAL POLICIES AND PROCEDURES

BEFORE-AFTER SCHOOL POLICY

Although most students proceed to and from school and show respect for the community, its residents and our immediate neighbors, students who loiter within sight of the high school or who trespass onto private property will be subject to disciplinary action.

To afford appropriate courtesy and respect to our neighbors, it is necessary that students not congregate within sight of the high school building either before or after school. Students are responsible for adhering to all policies and procedures while walking to and from school.

BOOK SLIPS AND LOST/STOLEN BOOKS

Students are to sign a book slip for each book received. Students must make note on the book slip at the time they receive their books of the exact condition of the text. The responsibility of returning books in good condition to the school rests entirely with the student to whom the books were issued.

Because all students have lockers, the responsibility for holding on to assigned books rests with the student to whom the books were issued. The responsibility of returning the books in good condition at the end of the year (or when the student leaves school during the school year) rests solely with the student to whom the books were issued. If a book is damaged (beyond normal usage) or is not returned, the student is responsible for paying for the book, according to the policies of Everett High School. Everett High School reserves the right to utilize any appropriate methods to obtain restitution for damaged or lost books.

CLASSROOM VISITATION POLICY

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

CORRIDOR PASSES

Students are not to be in the corridors when classes are in session, unless the students possess an official corridor pass from the office or a member of the faculty. Passes will not be provided to students to obtain a dismissal slip after 7:55 A.M. Any student who leaves a classroom must sign out on the classroom sign-out sheet.

DRESS CODE

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

CORE VALUES

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

Students should be able to dress for school in a manner that expresses their individuality without fear of unnecessary discipline;

Students have the right to be treated fairly. Dress code enforcement will not create disparities based on racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

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

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

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

The following items may NOT be worn in school or at any school-related event:

- Items picturing or referencing violence, weapons, tobacco, alcohol or other drugs.
- Items picturing or referencing profanity, or vulgar, lewd, sexually explicit or suggestive messages.
- Low-cut shirts, off-the-shoulder blouses or shirts, bandeaus, half- or three-quarter length shirts or other clothing that reveals skin of mid-section of the body.
- Transparent or see-through clothing with undergarments showing.
- Shorts, skorts or skirts that end above the student's fingertips when the student's arms are hung by the student's side.
- Spiked apparel or accessories.
- Chains of more than six inches, when hung from the waist.
- Flip flops, slippers or bare feet.
- Shoes with wheels in the soles, roller blades, skateboards.
- Headphones

The following items are allowed:

- Head coverings worn as a reasonable accommodation to a student's sincerely held religious beliefs.

ELECTRONIC AND OTHER DEVICES NOT TO BE USED IN SCHOOL

Electronic audio equipment and video devices, including but not limited to the following, are not to be used in school:

- Cell phones
- Recorders
- Headphones/Selfie Sticks
- Cameras/Video Cameras
- Laser Pointers
- Hand-held video game systems
- Electronic Smoking Devices or other vaping devices
- Hoverboards

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

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

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

If a student continues to violate the above rules, he or she will be subject to detention (including Saturday detention) and may be subject to internal suspension or external suspension. Parents will be notified of repeat offenders of the above rules.

The school district does not assume responsibility for any such items that are lost, stolen or damaged while in school or when confiscated. Students are advised to use their school assigned locker to secure their personal belongings for which students are solely responsible.

FIELD TRIP POLICY

Field Trips are held at the discretion of the Principal. Transportation is arranged by the school office and paid for by students or the Parent Teacher Organization.

The following types of field trips are not allowed:

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

A teacher has the right to deny a student the privilege of attending a field trip if they believe it will be detrimental to the student's academic standing. If this happens, the student may not participate without the permission of the Dean, Vice Principal or Principal.

It is the student's responsibility to make up any work missed as a result of attending a field trip. If the work is not done to the teacher's satisfaction, the teacher may record the time spent on the field trip as an absence from class.

FILING

Teachers are responsible for controlling students and instructing them about the rules of safe and expedient filing. Filing is subject to the following rules:

1. Running or loitering is prohibited.
2. Yelling beyond a reasonable volume is not permitted.
3. Students are to enter only those rooms where they are scheduled to be.
4. All students must use the stairways nearest the rooms they are leaving.
5. When possible, students are to enter by the front door and leave by the rear door.

LAVATORY PROCEDURE

Students must obtain a corridor pass from a staff member to leave their classrooms to use the lavatories. Students are NOT to use faculty bathrooms. Students are to use only the lavatory on the same floor as the classroom that they left.

LOST AND FOUND

A Lost and Found Department is maintained by the Main Office. Students should not leave valuables, especially electronic devices, any place in the school. Ordinarily, electronic devices should be left at home.

PUBLIC DISPLAYS OF AFFECTION

Public displays of affection are neither appropriate nor acceptable. Such displays are in poor taste, have no place in a public school and infringe on the sensibilities of others. Students who engage in such displays will be requested by a teacher, administrator or other person in a position of authority to stop and refrain from such behavior. Students who fail or refuse to respond to such a request will be subject to disciplinary action.

SCHOOL LUNCH POLICY

Students must remain in the cafeteria or immediately outside the front of the school during their lunch period. It is expected that students will properly dispose of all lunch materials by the end of the lunch period. Students are prohibited from taking food or drink outside of the designated areas. Any food or drink taken outside of the designated areas will be thrown away, not simply put away. Students who violate these rules will face disciplinary action.

SIGNS AND POSTERS

All signs and posters displayed in the school must be approved by the Principal. Posters and signs may be placed only on bulletin boards that are designated by the Principal or designee. No signs or posters are permitted on the outside of the lockers. Posters for any fundraising programs must conform to the wellness policy of the Everett Public Schools and must be approved by the Principal. Any classroom decorations or posters MUST conform to the restrictions set forth in 527 CMR 10.09(5), the Massachusetts State Building Code regulations that pertain to paper materials displayed in schools.

SMOKING/VAPING/TOBACCO PROHIBITION

No person is permitted to smoke, vape, use any tobacco products or electronic smoking devices in any school or school facility, on school property or on school buses. This prohibition applies during any activity held on school property, including athletic events and other extracurricular activities. Designated smoking areas for school personnel and students no longer are allowed. Students who violate this policy will be subject to discipline.

STUDENT PARKING

Students are not allowed to park in the school parking lot. The vehicles of students who violate this policy will be towed. Any cars parked in a non-designated area also will be towed.

STUDENT POLICIES

ALCOHOL AND CONTROLLED SUBSTANCE USE

It is important to provide and maintain a safe and caring learning environment for students that is free of alcohol and drugs. The school district's approach to cases of students who are or may be using or abusing alcohol or controlled substances is one of compassion and judicious handling, in order to facilitate the swift rehabilitation of the student. If a teacher suspects that a student is under the influence of alcohol or drugs in school, the teacher should report the matter immediately to the Principal's office.

If a staff member suspects a student of using or abusing alcohol or drugs, the following procedures apply:

- The student will be referred to the school nurse.
- After speaking to the student, if the nurse determines that physical symptoms may be present, the nurse will consult with the student's guidance counselor concerning the case.
- If the school nurse and the guidance counselor agree that it is in the best interest of the student, the student's parents will be notified so that appropriate action may be taken. (Testing is suggested within twenty-four (24) hours.)
- If it is believed that the student is not in possession of alcohol or drugs in school, but is or appears to be using or abusing alcohol or drugs outside of school, school personnel will discuss the matter with the student's parents and explore the possibility of directing them to a counseling or referral agency that can assist the student with his or her needs. (If the student is found to be in possession of alcohol or a controlled substance in school, on school grounds or at a school-related or school-sponsored activity, he or she will be subject to disciplinary action and possible referral to law enforcement officials.)
- A student who has entered a treatment program will be readmitted to school when he or she submits a statement from a physician, certifying the student is free from alcohol and/or controlled substances and is physically fit to return to school, or when the administration of the Everett Public Schools makes a determination that the student may return.
 - It is strongly advised that, when a student returns to school, they become involved in a series of conferences with his or her guidance counselor on a weekly basis.
 - Pending the development or availability of a substance abuse program and upon readmission to the school, the student may be assigned to an in-house drug awareness program for a number of hours as determined by the Principal or Vice Principal.

ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION

Under federal law, military recruiters may request that the school district provide them with the names, addresses and telephone numbers of students. A student or the student's parent may submit a written request to the Principal that the student's name, address, and telephone number not be released without prior written parental consent, and the school will comply with such request.

POLICY ON BULLYING

The Everett Public Schools is committed to promoting an atmosphere of safety, respect and caring for all students, staff members and visitors to the schools, and to providing an environment in each school that is conducive to teaching and learning. Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of this plan at his or her school. Bullying, harassment, and intimidation have no place in a school setting. Consistent with this commitment, the Everett Public Schools refuses to tolerate and prohibits bullying and cyber-bullying of students, as those terms are defined in G.L. c. 71, §37O. The Everett Public Schools also prohibits and refuses to tolerate retaliation against students who report such conduct, provide information during an investigation of bullying, or witness or have reliable information about bullying. Bullying, cyber-bullying, harassment, intimidation, and retaliation violate the Code of Conduct for students. Such conduct also may constitute a crime. A student or staff member including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target who engages in bullying, cyber-bullying, harassment, intimidation, or retaliation will be subject to discipline and may be subject to criminal prosecution.

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

DEFINITIONS

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

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

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

Cyber-bullying shall also include:

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

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

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

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

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

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

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

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

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

The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users. See also Everett Public Schools Acceptable Use Policy.

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

APPLICATION OF POLICY

Bullying is prohibited on school grounds; on property immediately adjacent to school grounds; at school sponsored or school-related activities; at functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school district; or, through the use of technology or an electronic device owned, leased or used by the Everett Public Schools.

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

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

The Everett Public Schools provides age-appropriate instruction on bullying prevention in each grade

that is incorporated into the curriculum of the school district. The curriculum shall be evidence-based and includes practices for use as part of any bullying prevention and intervention program to help ensure that school and classroom settings are positive, safe and nurturing environments for all children and adults.

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

staff members and the community through such avenues as newsletters, presentations to students, professional development for staff, meetings of the Committee on Bullying in each building, and presentations to parents and the community for policy input and feedback.

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

BULLYING PREVENTION AND INTERVENTION PLAN

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

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

This consultation shall include, but not be limited to, notice and a public comment period.

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

RELATIONSHIP BETWEEN BULLYING POLICY AND POLICIES AGAINST DISCRIMINATION AND HARRASSMENT

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

ACTION PLAN ON BULLYING PREVENTION AND INTERVENTION

The Everett Public School District is committed to promoting an atmosphere of safety, respect and caring for all students, staff members and visitors to the schools, and to providing an environment in each school that is conducive to teaching and learning. Consistent with this commitment, the Everett School Committee has adopted a Policy on Bullying that can be found on the school district's website, <http://www.everettpublicschools.org> together with this Action Plan. Additionally, the Superintendent has developed this Action Plan on Bullying Prevention and Intervention ("Action Plan"), with staff and public involvement, addressing each of the 10 elements set forth in G.L.c.71, §370(d). This Action Plan reflects an integrated approach that incorporates preventive education, behavior management, disciplinary action and restorative justice. Its balanced approach addresses the needs of all parties involved: the target, alleged perpetrator and community through processes that preserve the safety and dignity of all.

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

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

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

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

BULLYING, CYBER-BULLYING AND RETALIATION

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

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

DEFINITIONS

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

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

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

Cyberbullying shall also include:

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

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

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

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

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

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

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

Stalking: The act of willfully and maliciously engaging in conduct that seriously alarms or annoys a specific person, knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of correction for not more than thirty days or by a fine of not more than one thousand dollars, or both.

The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users. See also Everett Public Schools Acceptable Use Policy.

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

POLICY APPLICATION

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

Bullying is prohibited everywhere and at all times and particularly:

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

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

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

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

REPORTING

Reporting by Students: Any student who believes that he or she is a target of bullying or retaliation, who observes an act of bullying or retaliation, or who has reasonable grounds to believe that these behaviors are taking place, must report the incident(s) to a member of the school staff. The report may be verbal or written, and may be made anonymously, although no disciplinary action will be taken against a perpetrator solely on the basis of an anonymous report. If a student makes a verbal report to a staff member, the staff member will record the report in writing and, if developmentally appropriate, will ask the student to review and sign the report. A student, other than a target, who fails to report such incident(s) may be subject to disciplinary action. Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action.

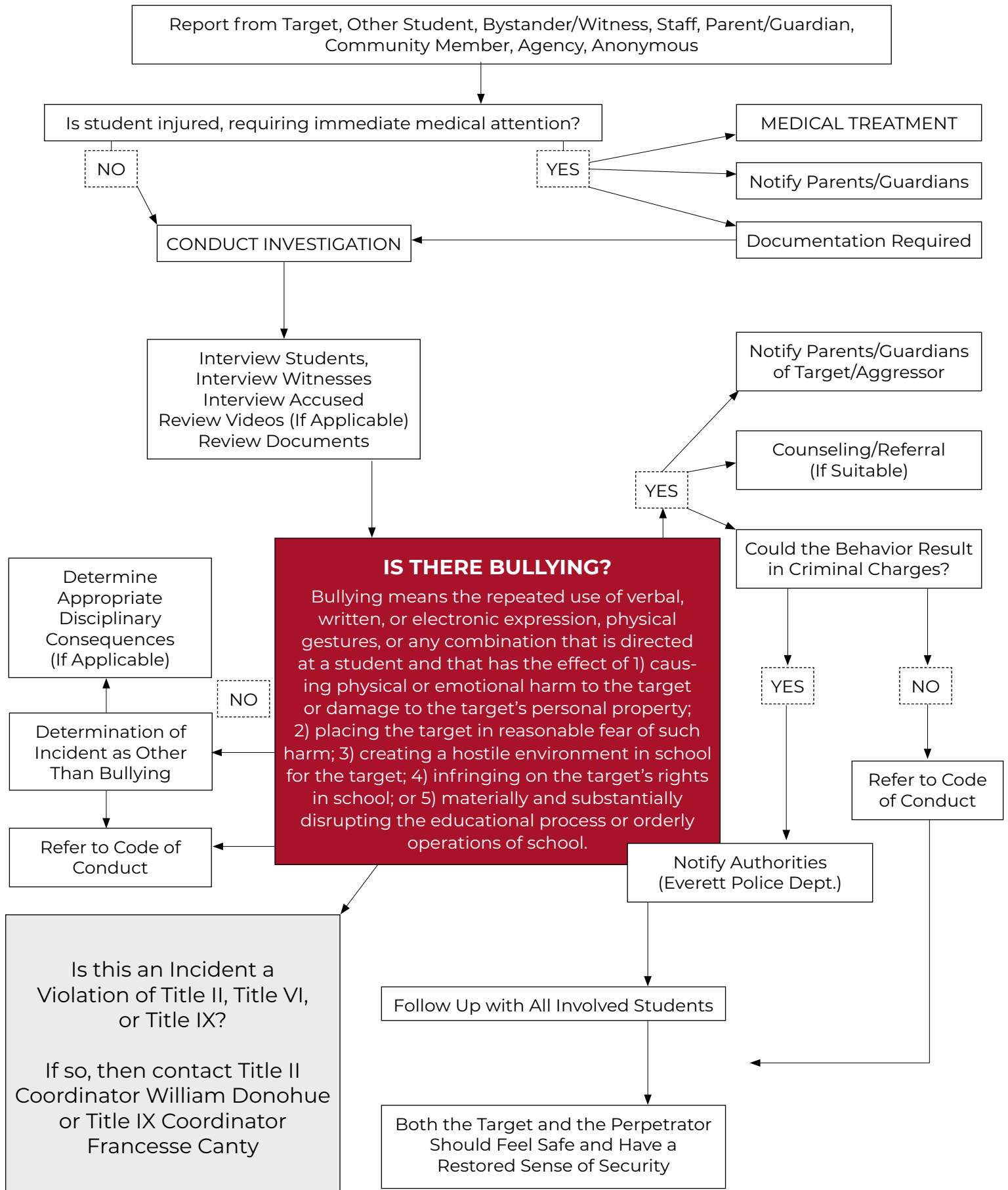
Reporting by Staff Members: Every staff member is a mandated reporter and must report immediately to the Principal or designee any incident of bullying or retaliation that the staff member witnesses or of which the staff member becomes aware. If the staff member initially makes a verbal report of bullying,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

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

INCIDENT REPORTS

- All forms for reporting incidents of bullying or retaliation, including a form for anonymous reporting by students, are on the Everett Public Schools website <http://www.everettpublicschools.org> in English, Spanish, Portuguese, Haitian Creole and Arabic.
- The reporting forms also are available in the Guidance Office in each school and in the Deans' offices at Everett High School. Bully Boxes are available in each school, where anonymous reports may be submitted.

BULLYING INCIDENT REPORTING PROCESS



INCIDENT REPORTING FORM

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

This line may be left blank if an anonymous report is being made

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

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

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

☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

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

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

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

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

(Note: Reports may be filed anonymously.)

FOR ADMINISTRATIVE USE ONLY

Please check one: This incident is a matter of

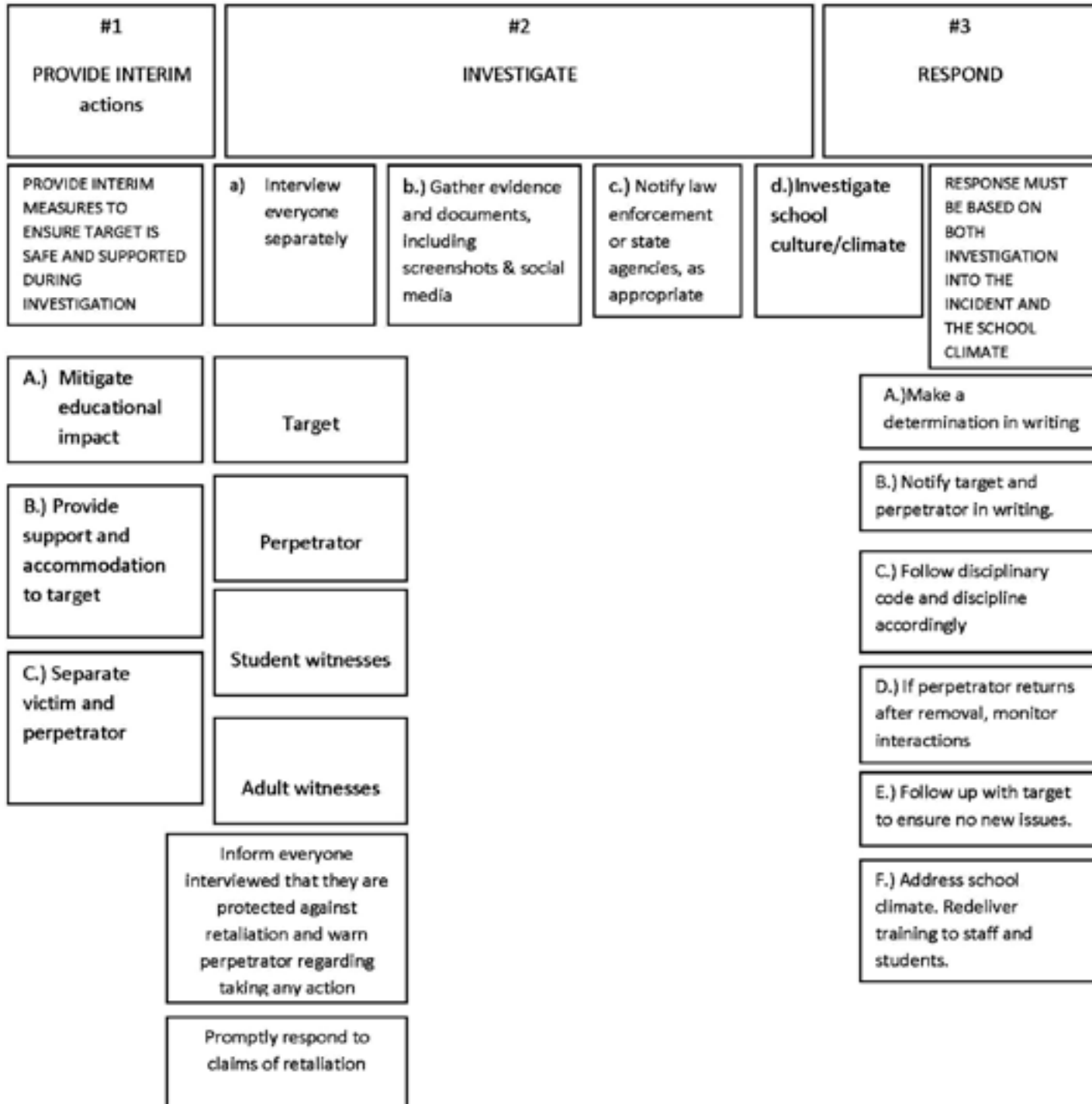
Bullying ☐ Title II ☐ Title VI ☐ Title IX ☐
(Special Education) (Harassment) (Civil Rights)

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

Signature: _____ Date Received: _____

A COMPLAINT IS MADE:

CIVIL RIGHTS-BASED HARASSMENT



FEDERAL AND STATE CIVIL RIGHTS AND EQUAL EDUCATIONAL OPPORTUNITY STATUTES

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

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

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

A. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin in programs or activities receiving federal financial assistance. Students covered by this statute may not be excluded from participation in programs or activities that receive federal financial assistance on account of their membership in a protected category. The statute has been interpreted to protect students whose native language is not English and who have limited English language proficiency. Examples of discrimination prohibited by Title VI include racial harassment, school segregation, and the denial of language services to language minority students. This statute is enforced by the Office for Civil Rights in the United States Department of Education.

B. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. Under this statute, the School Committee must adopt and publish a policy prohibiting sex discrimination and must establish a grievance procedure to address complaints of sex discrimination by students. Examples of the types of discrimination that are prohibited by Title IX include sexual harassment, the failure to provide equal opportunity to girls and boys in athletics, and discrimination based on sexual orientation and pregnancy.

C. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified individuals on the basis of their disabilities. Otherwise qualified disabled individuals, including parents and students, may not be excluded from participation in any program or activity receiving financial assistance. Federal regulations implementing this statute provide that school districts must provide disabled students with a free and appropriate education. The school district has designated a coordinator who is responsible for, among other things, investigating and resolving complaints of discrimination or non-compliance with the statute.

D. Equal Educational Opportunities Act of 1974 prohibits discrimination based on national origin and requires schools to take appropriate action to overcome language barriers that impede equal participation by its students in their instructional programs. Under this statute, the school district is required to identify and provide services for students with limited English proficiencies (LEP or ELL students).

E. Americans with Disabilities Act of 1990, like Section 504, prohibits discrimination against otherwise qualified individuals on the basis of their disabilities. The school district has designated a coordinator who is responsible for, among other things, investigating and resolving complaints of discrimination or non-compliance with the statute. An individual is protected by this statute if he or she has a physical or mental impairment that substantially limits one or more major life activities, OR has a record of such an impairment, OR is regarded as having such an impairment, OR has a record of an IEP on file with the school district. Under this statute and Section 504, a student with AIDS/HIV infection has the same right to attend classes and to participate in school programs and activities as any other student.

F. McKinney-Vento Homeless Assistance Act is designed to ensure that homeless students have the same access as other children to public education, including public preschool programs. Homeless students are those who lack a "fixed, regular and adequate nighttime residence, including children who share the house of other persons or live in motels, hotels or shelters due to loss of housing, economic hardship, or similar conditions, live in cars or similar settings that are not meant for regular sleeping accommodations, have been "thrown out" of their families' homes, or have run away and are not in the physical custody of a parent or guardian. Homeless students have the right to remain

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

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

If you have any questions regarding Title VI or Title IX, or wish to file a complaint alleging unlawful discrimination, harassment or retaliation in violation of these laws, please contact the **Director of Human Resources, Title VI/Title IX Coordinator, [Francesse Canty](#) at 617-394-2400**. If you have any questions regarding Section 504 or the Americans with Disabilities Act, please contact **Ms. Johnna Hooks, the Director of Guidance, Section 504 Coordinator at 617-394-2492**. If you have any questions about the McKinney Vento law, homeless children and youth, unaccompanied minors, or foster children and youth, please contact the District’s Local Liaison, **[Charles F. Obremski](#), Assistant Superintendent of Operations at 617-394-2400**.

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

HAZING

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

A. The term “hazing” means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress. It also includes extended deprivation of sleep or rest or extended isolation. Consent is not available as a defense to any prosecution for hazing under state law.

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

OFF-LIMIT AREAS FOR STUDENTS

The following areas in and around Everett High School are off limit to students during the school day, unless the student has been assigned to the area:

- The Field House
- The aerobics room
- The weight room
- The Performing Arts Center
- The rooms dedicated to the Music Department
- The culinary area
- The Alternate Academic Environment room

- All administrative offices, unless invited in by an administrator
- Teacher work areas
- All faculty rest rooms
- The custodians' office
- Stairways 1 and 2 (unless traveling with a teacher)
- The school elevators (unless the student has been issued an official pass by the school nurse)
- The hill adjacent to Building A and all other grassy areas outside of the building

In addition, NO STUDENT should be in the building after 3:30 P.M., unless he or she is under the supervision of a staff member.

PHYSICAL RESTRAINT POLICY

The physical restraint policy may be found on file at the Superintendent's office at 121 Vine Street. The policy also is available in the Principal's office.

SEX EDUCATION POLICY

Parents or guardians have the right to determine whether their children will participate in curriculum that primarily involves human sexual education or human sexuality issues. A copy of the School Committee's policy on Parental Notification Relative to Sex Education, issued pursuant to G.L. c. 71, §32A, and a description of the school's curriculum are attached as Appendix K.

STALKING POLICY

The school district will take appropriate action to protect students from stalking, as prohibited by G.L. c. 265, §43. Under that statute, an individual is guilty of the crime of stalking when that individual:

- Willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms or annoys that person, and would cause a reasonable person to suffer substantial emotional distress; and
- Makes a threat with the intent to place the person in imminent fear of death or bodily injury.

Students who engage in stalking behavior will be subject to disciplinary action and may be referred to the Everett police.

STUDENT RECORDS

Student records consist of two parts: the permanent record and the temporary record. The permanent record consists of the student's transcript, which contains the data necessary to reflect the student's educational progress. This data is limited to the student's name, address, gender, date of birth, place of birth, name of parent(s)/guardian(s), course titles, grades, course credit, grade level completed, MCAS test results, secondary schools previously attended, and date of graduation. The student's transcript is kept for at least sixty (60) years following their graduation, transfer or withdrawal from the school system.

The temporary record includes all other information, regardless of physical form or characteristics, concerning a student that is kept by the school or school district, and is organized on the basis of the student's name or in a way that such student may be individually identified. Most temporary student records are kept in a file in the Guidance or Principal's office. They contain documents relating to the student's registration, attendance, discipline and special education IEPs and assessments information. Such as standardized-test results, Individual Educational Plans (I.E.P.) and evaluations by teachers, counselors and other school staff.

ACCESS OF STAFF, CUSTODIAL PARENT AND ELIGIBLE STUDENT TO STUDENT RECORDS

Student records are stored in the schools and are utilized and updated by authorized school officials who work with or provide services for the child (administrators, teachers, guidance counselors, specialists, etc.). An authorized school official has the right to have access to student records, if they need to do so in order to fulfill their professional responsibilities. Authorized school officials include, but are not limited to, administrators, teachers, counselors and other professional or support staff members who are employed by the school district and work directly with the student in an administrative, teaching, counseling and/or diagnostic capacity, or whose duties require them to have access to student records for purposes of processing information for the student record. The term also includes members of an Evaluation Team that evaluates a student and certain other persons with whom the school district has contracted to perform specific services, such as an attorney, auditor, medical consultant or therapist.

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

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

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

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

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

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

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

AMENDMENT OF THE STUDENT RECORD

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

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

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

RELEASE OF DIRECTORY INFORMATION

The school may release some or all of the following directory information regarding students during the course of the school year: a student's name, address, major field of study, dates of attendance, weight and height, if a member of an

athletic team, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans. If a parent/guardian or eligible student does not wish to have this information released, the parent or eligible student must so notify the Principal.

DESTRUCTION OF STUDENT'S TEMPORARY RECORD

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

Further information regarding the Massachusetts Student Records regulations, 603 CMR 23.00, et seq., and the Family Educational Rights and Privacy Act (FERPA) is available in each school's guidance office. See forms relating to the disclosure of student record information in Appendix L.

Provision of Student Records of Transferring or Expelled Student. For any student who enrolls or seeks to enroll in another school, Everett High School will forward to that school all education and medical records relating to the student that are necessary for enrollment, including, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which the student was charged with any suspended act.

If a student who has been expelled under G.L. c. 71, §37H applies 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 Schools in Everett a written statement of the reasons for the expulsion.

STUDENT SURVEYS

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

- Schools must obtain their consent before students are required to participate in a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the United States Department of Education:
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sexual behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents;
 - Income, other than as required by law to determine program eligibility.
- Parents/Guardians and eligible students must receive notice of, and be allowed to opt out of, the following activities:
 - Any other protected information survey, regardless of funding
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screening, or any physical exam or screening permitted or required under state law
 - Activities involving the collection, disclosure, or use of personal information obtained from students for marketing, or to sell or otherwise distribute the information to others
- Upon request, parents and eligible students have the right to inspect the following before administration or use:
 - Information surveys of students
 - Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
 - Instructional material used as part of the educational curriculum

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

Family Policy Compliance Office/ United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

TECHNOLOGY POLICIES

Students are required to adhere to the Everett Public Schools' Acceptable Use of Technology Policy and Policy on the Use of Student-Owned Laptops, Netbooks, Tablet Computers, Mobile Internet Devices and Cellular Phones in School.

For a student to use the Everett Public Schools' internet connection, he or she must read the technology policies and sign a contract for use of the internet. The most important prerequisite for a student to receive an internet account is that the student takes full responsibility for his or her own actions. The Everett Public Schools will not be liable for the actions of anyone connecting to the internet through this hook-up. By connecting to the internet through the school's hook-up, students assume full liability, legal, financial or otherwise, for their actions.

Any student who violates either technology policy may be prohibited from using the school district's internet hook-up, computers and other technology, or from bringing student-owned laptops or other electronic equipment to school. Further, such student may be subject to disciplinary action.

Students are responsible for the use and security of any electronic equipment that they bring with them to school. Students should not share or loan their electronic equipment with other students. If a student does so, they may be held responsible for any misuse or damage caused by the other student. The Everett Public Schools assumes no responsibility for the loss, theft or damage to any student-owned electronic device brought by a student to school or to a school-sponsored or school-related event.

Copies of the policies and student contract are attached as Appendices K and L.

TEEN DATING VIOLENCE

The Everett Public Schools refuses to tolerate and prohibits teen dating violence under any circumstances. Retaliation against any person who reports teen dating violence, provides information during an investigation into allegations of teen dating violence, witnesses instances of teen dating violence or has reliable information about a teen dating violence incident also is strictly prohibited. A student who knowingly makes a false accusation of teen dating violence or retaliation shall be subject to disciplinary action. In furtherance of its commitment to prevent and stop teen dating violence, the Everett School Committee has adopted a Policy on Teen Dating Violence.

A copy of the policy is attached as **Appendix M**.

CODE OF CONDUCT

The purpose of education is to foster knowledge, encourage the development of young minds and enhance the potential of the total student. Therefore, there is no place in an educational setting for situations that distract from learning. An important part of the child's education is learning how to get along with other people. Good discipline is a part of quality education. Teachers and administrators should encourage and emphasize mutual respect at all times. A sound code of discipline also teaches values. The following code of discipline is designed to identify what is and is not acceptable student behavior. It also describes the responsibilities that students, teachers and parents/guardians have under this code of discipline.

PARENT/GUARDIAN RESPONSIBILITIES

- Parents/Guardians should be involved in a "parent partnership" with the school and the school's support teams.
- Parents/Guardians should feel free to confer with teachers at prearranged times on matters involving their child's school performance and behavior.
- Parents/Guardians are expected to attend all scheduled conferences.
- Parents/Guardians are expected to encourage their child to be a good citizen and to use good manners at school as well as at home.
- Parents/Guardians are expected to see that their child arrives at school properly groomed and dressed and on time.
- Parents/Guardians are expected to see that their child completes all homework assignments.
- Parents/Guardians are expected to instruct their child on safety procedures to and from school.

Parents/Guardians will be notified by teachers prior to report card periods regarding the performance of their child by way of progress reports. In addition, conferences to discuss a child's progress may be initiated by teachers, administrators or parents/guardians. There also will be regularly scheduled teacher conferences. These conferences are opportunities for parents/guardians and teachers to discuss a student's academic performance and behavior.

STUDENTS' RESPONSIBILITIES

- Students are expected to respect the school staff and classmates and to show consideration for others by practicing good manners.
- Students are expected to show good citizenship towards their school and community.
- Students are expected to attend school, and to arrive properly groomed and dressed and on time.
- Students are expected to complete all classroom and home assignments.
- Students are expected to follow school rules in school, while traveling to and from school, and during off-site school-sponsored, school-related and extracurricular activities.
- Students are expected to try their best to achieve.

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

ACADEMIC RESPONSIBILITIES

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

A student who engages in cheating or plagiarism will receive a failing mark on that assignment and will be subject to a parent/guardian conference and disciplinary action.

- Cheating or plagiarism means submitting the work of another person as one's own or copying from another student's test or assignment. A student who engages in cheating or plagiarism will receive a failing mark on that assignment, will be required to attend a parent/guardian conference and will be subject to disciplinary action.
- Forgery means falsifying a parent's or guardian's signature on school work or school documents. A student who engages in forgery will be required to attend a parent/guardian conference and will be subject to disciplinary action.

LOCKERS/DESKS

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

Combination locks are installed on lockers, and combinations should be safeguarded to ensure the safety of books and personal belongings. A list of the combinations is kept in the main office. Students may not use lockers other than their assigned locker. The sharing of lockers is strictly prohibited. Problems are to be reported to the office. No padlocks may be used on lockers.

Lockers and desks are to be kept clean and neat. Students should not write on lockers or desks or place any stickers or tape on lockers or desks. Decorating or defacing either the inside or the outside of the lockers is prohibited. Wooden shelves are not to be placed in lockers. Students should avoid slamming locker doors and using any materials that might damage the locker. Fines will be assessed for gross mistreatment or damage to lockers or desks.

Having a locker is a privilege, not a right. Students who violate school rules relative to lockers may lose this privilege. School officials reserve the right to conduct periodic announced and unannounced inspections of desks and lockers. School officials also may search a student's locker or desk if there is reasonable suspicion to believe that the locker or desk contains contraband or the search will reveal evidence of a violation of the rules of the school or the law. All items suspected of being contraband will be removed from the locker or desk and secured in the Principal's office, unless the removal presents a danger to others.

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

Locker Combination Instructions

1. Turn the knob to the RIGHT, two or more whole turns, and
2. STOP on your first number.
3. Turn the knob to the LEFT one whole turn PAST the first number, and
4. STOP at the second number.
5. Turn the knob to the RIGHT and STOP at your third number.
6. LIFT THE LOCKER HANDLE

Locker Locations

To locate your locker, please use the following example.

If your locker number is A1500, your locker is in "A building" on the first floor.

If your locker number is C3001, your locker is in "C building" on the 3rd floor.

If your locker number is B5222, your locker number is in "B building" on the 5th floor

STUDENT SEARCHES

School officials may search a student, their possessions including their car if the car is on school grounds, if, at the time of the search, there is reasonable suspicion that the search will reveal evidence that the student has violated or is violating either the rules of the school or the law. This provision applies in school, on school grounds, at school-sponsored and school-related activities, including extracurricular and athletic events, and on school buses. The search will be conducted in the presence of an administrator in a location that is intended to protect the student's privacy and avoid calling attention to the search. If a student refuses to cooperate, the following policy may be implemented:

- The student's parent or guardian will be notified.
- Law enforcement authorities will be contacted.
- The student will face possible suspension.

WEAPONS POLICY

Possessing and/or using weapons in school, on school grounds, at a school-related or school-sponsored activity including an extracurricular or athletic event, or on a bus, violates school rules and the law. Any student who is found to have engaged in such conduct will be subject to discipline, up to and including expulsion from school, and criminal prosecution.

This policy covers weapons that are illegal for a student to possess or use in school, such as guns, knives, pepper spray or mace. It also covers objects that are of no reasonable use to a student in school or can become dangerous when they are used in a threatening manner, even if they are not legally defined as weapons, such as baseball bats, hockey sticks or other athletic equipment, chains, slingshots, karate sticks, whips, scissors, metal nail files, hatpins, bottles and cans, metal objects that have been sharpened into blades, etc. Fireworks and explosives of any kind also are considered to be weapons. It is a grave offense for a student to be found in possession of any kind of weapon. See the Code of Conduct for further information about the disciplinary consequences of weapons policy violations.

SCOPE OF DISCIPLINARY RULES

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

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

GROUND FOR DISCIPLINE

To provide for the orderly functioning of our schools, it is necessary to have certain rules and regulations that must be adhered to for the good of the entire student body. Discipline policies provide for the safe and orderly functioning of a school. These policies contain rules and regulations that state what behavior is expected and allowed within the school community, set consequences for breaking the rules, and establish procedures for enforcing the rules and regulations. In addition, these policies are intended to help students understand their behavior, solve problems, and develop positive strategies for managing daily life and for being productive members of the school community.

To the extent deemed feasible by the administration, consistent with the school's obligation to provide an environment that is safe and supportive for all students; non-exclusionary disciplinary approaches will be considered before a student is removed from class or school and tried before a long-term suspension is imposed. If a student behaves in a way that is considered inappropriate, they will receive a penalty that is in keeping with the student's actions, age, intelligence and experience. The Principal will interpret the rules and regulations and will extend their applications in a manner consistent with their intent. Every effort will be made to balance fairness and the need to teach appropriate behavior with consistency in the application of this Code.

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

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

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

- Breaking classroom rules set by the teacher
- Breaking playground or cafeteria rules
- Refusing to follow directions or requests made by school personnel
- Pushing, shoving, running in lines or hallways
- Excessive talking or interrupting class activities
- Displaying rude or improper manners
- Chewing gum, or eating candy or food outside of a scheduled meal or snack period
- Using vulgar, profane or abrasive language, including ethnic, racial, religious or gender-based slurs

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

This list does not exhaust all possible areas of misbehavior. A further list of unacceptable behavior, also non-exhaustive, follows.

The following list of unacceptable behaviors may constitute grounds for short- or long--term suspension:

- Arson
- Assaulting, hitting, shoving, pushing, tackling or fighting with another person
- Being present in a part of a school building or its grounds that is off limits to students and refusing to leave, when requested
- Being excessively tardy
- Violating the school district's policy on or harassment
- Cutting class or cutting school
- Destroying, defacing or vandalizing property belonging to the school or another person
- Disrupting school or classroom activities
- Forging a staff member's or parent's/guardian's signature
- Gambling
- Hazing
- Harassment based on race, color, religion, national origin, age, gender, gender identity, sexual orientation or disability
- Inappropriate use of the internet, computer or other school-owned or leased electronic equipment or device; intentional destruction or disruption of computer files
- Insubordination
- Leaving the school building, school grounds or established recess boundaries without permission
- Loitering in or around the school building
- Making false fire alarms or bomb threats
- Plagiarizing or cheating
- Possessing, selling, distributing, using, or being under the influence of alcohol or any prescribed or non-prescribed controlled substance
- Possessing, threatening to use or using a weapon, an instrument giving the appearance of a weapon or any other object of no reasonable use to a student in school
- Repeated violation of the student dress code
- Refusing to identify oneself to school staff, when requested, or providing false identification
- Refusing to obey a direct command by school staff
- Smoking or using any tobacco products; possessing matches, lighters; electronic cigarettes or hookahs
- Stealing or engaging in extortion
- Threatening bodily harm to another person or to the school community
- Throwing snowballs, ice or other objects
- Using profane and/or obscene language or ethnic slurs
- Engaging in conduct that constitutes grounds for suspension or expulsion under G.L. c. 71, §37H or 37H1/2

This list is general in nature and does not cover every possible infraction that may result in discipline. Students may be subject to discipline, including removal from school, if they engage in any other conduct that is considered to be detrimental to the school or constitutes a breach of good conduct for students.

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

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

DISCIPLINARY OPTIONS

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

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

Student-Teacher Conferences: A student-teacher discussion of the problem may provide the student with an awareness of why his or her conduct is inappropriate, alert the teacher to the student's individual needs, and create an opportunity for the student and the teacher to work out a satisfactory solution. The classroom teacher, whether it be the subject teacher or specialist, is primarily responsible for supervising students and promoting a positive approach whenever possible.

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

Parent/Guardian-Counselor and Student-Counselor Conferences: While communications concerning a child's daily performance, homework or other parental concerns should be directed first to the classroom teacher, Guidance Counselors can provide parents with current information on student progress, up-coming activities, availability for parent meetings and homework. Guidance counselors also provide a valuable service by being available to meet with students either individually or in small groups. Students are encouraged to contact their Guidance Counselor when any issue arises that distracts them from concentrating on their studies.

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

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

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

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

DISCIPLINARY PROCEDURES UNDER G.L. C. 71, §37H3/4

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

- Before a student may be placed in an Alternative Academic Environment, the Principal or designee will —
- Inform the student of the disciplinary offense with which they are charged and the basis for the charge;
- Provide the student with an opportunity to dispute the charge and/or to explain the circumstances surrounding alleged incident;

- Determine whether the student committed the offense as charged; and, if so, inform the student of the length of the in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day that the in-school suspension is imposed, the Principal or designee will make reasonable efforts to notify the student's parent orally of the disciplinary offense, the reasons for the determination that the student committed the offense, and the length of the in-school suspension. The Principal or designee will invite the parent to a meeting on the same day, if possible, to discuss the student, the student's academic performance, strategies for student engagement and possible responses to the student's behavior. If the Principal or designee is unable to reach the parent on the first try, the Principal or designee will try again and will document at least two (2) attempts to do so.

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

The notice must include the following:

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

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

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

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

EMERGENCY REMOVAL

Emergency removal is the temporary removal of student who is charged with a disciplinary offense, other than an offense under G.L. c. 71, §§37H or 37H1/2, from school, school grounds and school-related activities for up to two (2) school days following the day of the temporary removal.

Emergency removal is permitted under the following circumstances:

- The student is charged with a disciplinary offense; and
- The student's continued presence in school — poses a danger to persons or property, or materially and substantially disrupts the order of the school; and

In the Principal's judgment, no alternative is available to alleviate the danger or disruption.

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

In case of an emergency removal, the Principal will:

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

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

SHORT-TERM EXTERNAL SUSPENSION

Short-term suspension is the removal of a student who has committed a disciplinary infraction, other than an offense under G.L. c. 71, §§37H or 37H1/2, from school, school grounds and school-related activities for up to ten (10) consecutive school days. A suspension for fewer than ten (10) consecutive days will be considered to be a long-term suspension, if it will result in the student having been suspended for more than ten (10) cumulative days in the same school year.

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

Notice

- The Principal will notify the student of the proposed action, and will make reasonable efforts to notify the parent orally of the proposed action and the right to attend a pre-suspension hearing.
- The Principal also will send the parent/guardian a written notice of the contemplated suspension, in English and the primary language of the home if other than English, or by other means of communication where appropriate.
- The notice will contain the following information in plain language:
 - The disciplinary offense with which the student is charged;
 - The basis for charge (i.e., evidence against the student);
 - The potential consequences, including the potential length of suspension that the student is facing;
 - A statement that the student has the opportunity to have the Principal conduct a hearing concerning the proposed suspension at which the student may dispute the charges and/or explain the incident;
 - The right to have a parent attend the hearing;
 - The date, time and location of hearing; and
 - The right of the student and/or parent/guardian to an interpreter, if needed to participate in hearing.
- The notice will be sent to the parent/guardian by hand delivery, first-class mail, certified mail, or email to the address provided by the parent/guardian, or any other method of delivery agreed to by the Principal and parent/guardian.
- If the parent does not appear for the hearing, the Principal may proceed without the parent/guardian, provided that the Principal has sent the parent/guardian written notice of the hearing and has documented at least two (2) attempts to contact the parent in the manner specified for emergency notification.

Hearing

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

Disciplinary Decision

The Principal will determine, based on the available information, including mitigating circumstances:

- Whether the student committed offense, as charged; and
- If so, what remedy or consequences will be imposed.
- Before imposing a short-term suspension, the Principal will consider and, where appropriate, try alternatives to exclusion from school.
- The Principal may determine that a short-term suspension will be served in school.

Notice of Disciplinary Decision

- The Principal will notify the student and the student's parent/guardian, in writing, in English and in the

primarily language of the family if other than English, of —

- The disciplinary decision;
- The reason(s) for the decision;
- If suspension is imposed, the type and duration of the suspension; and
- The opportunity for the student to make up assignments and such other school work as needed to make academic progress during the period of the suspension.

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

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

LONG-TERM EXTERNAL SUSPENSION (EXCLUSION)

A long-term suspension or exclusion is the removal of a student who has committed a disciplinary offense, other than an offense under G.L. c. 71, §37H or 37H1/2, from regularly scheduled classes, school, school grounds and school-related activities for more than ten (10) consecutive school days, or for more than ten (10) cumulative school days in any school year. A long-term suspension under G.L. c. 71, §37H ³/₄ may not exceed ninety (90) school days in a school year, and may not extend beyond the end of the school year in which the suspension is imposed.

Notice

If a student may be given a long-term suspension, the Principal will provide the student and the student's parent/guardian with the notice applicable to short-term suspensions, and, in addition, will include the following information:

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

Hearing

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

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

Disciplinary Decision

The Principal will determine, based on the evidence:

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

Before imposing a long-term suspension, except in the case of a serious disciplinary offense, the Principal will determine that alternatives to exclusion from school have been considered and tried.

The Principal may determine that a long-term suspension will be served in school.

Notice of Disciplinary Decision

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

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

APPEAL OF LONG-TERM SUSPENSION TO SUPERINTENDENT

Long-term suspension decisions under G.L. c. 71, §37 H may be appealed to the Superintendent; short-term suspension decisions may not be appealed. The student or the student's parent/guardian must notify the Superintendent in writing of a request for an appeal not later than five (5) calendar days following the effective date of the suspension; provided, that a student or parent/guardian may request, and if requested-will be granted an extension of up to seven (7) calendar days. If an appeal is not timely filed, the Superintendent may deny it or, in his or her discretion, for good cause shown, may allow it to go forward.

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

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

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

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

APPEAL HEARING BEFORE SUPERINTENDENT

The purpose of the appeal hearing under G.L. c. 71, §37H ¾ is to enable the Superintendent to determine: Whether the student committed the disciplinary offense as charged; and If so, what the consequence will be.

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

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

The Superintendent will issue a written decision within five (5) calendar days of the hearing. The written decision will include all of the information that is required of the Principal's initial determination on the long-term suspension. The Superintendent may impose the same or a lesser consequence than imposed by the Principal, but may not impose a greater consequence. The Superintendent's decision is the final decision of the school district.

SUSPENSION AND EXPULSION PROCEDURES UNDER G.L. C. 71, §§37H AND 37H1/2

Under G.L. c. 71, §37H and G.L. c. 71, §37H1/2, a Principal may suspend a student for a period of time deemed appropriate by the Principal which may exceed ninety (90) days in a school year or may expel a student. Expulsion is the permanent removal of a student from school, school grounds and school-related activities.

Any student who is suspended or expelled under G.L. c. 71, §37H or G.L. c. 71, §37H1/2 will be notified at the time of the suspension or expulsion of the opportunity to receive education services in order to make academic progress while suspended or expelled, with information concerning the available options and appropriate school contact person.

GROUND FOR SUSPENSION OR EXPULSION

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

- The student is found on school premises or at a school-sponsored or school-related event, including an athletic game, in possession of a dangerous weapon. The Everett School Department defines the term "dangerous weapon" to include any object or combination of objects that is capable of causing serious injury to persons; is a replica or reasonable facsimile of such an object, and is of no reasonable use to a student in school; or is used as a weapon or to intimidate another individual, such as a bottle, can, scissors, razor, hatpin, metal nail file, baseball bat, hockey stick or other athletic equipment, umbrella, fireworks or explosives, and spray paint, mace or other aerosol or chemical sprays.
- The student is found on school premises or at a school-sponsored or school-related event, including an athletic game, in possession of a controlled substance as defined in G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin.
- The student assaults a Principal, Assistant Principal, teacher, teacher's aide or paraprofessional, or other educational staff on school premises or at a school-sponsored or school-related event, including an athletic game.*** If a teacher becomes aware of a student's possession or use of a weapon, or is assaulted by a student, the teacher must file a written report promptly with the Principal and the Superintendent.

A Principal may suspend a student under G.L. c. 71, §37H1/2 in the following instances:

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

A Principal may expel a student under G.L. c. 71, §37H1/2 in the following instances:

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

Hearing Procedures

In the event of a suspension or expulsion under G.L. c. 71, §37H or G.L. c. 71, §37H1/2 that will exceed ten (10) school days, the following procedures will apply:

- The Principal or designee may suspend the student for an initial period of ten (10) school days following an informal hearing at which the student is informed of the disciplinary offense with which he or she is charged

and the basis for the charge, and is provided with an opportunity to dispute the charge and/or to explain the circumstances surrounding the alleged incident.

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

APPEAL OF SUSPENSION TO SUPERINTENDENT UNDER G.L. C. 71, §§37H AND 37H1/2

G.L. c. 71, § 37H: Any student who has been expelled under G.L. c. 71, §37H may appeal the expulsion to the Superintendent. The student has ten (10) calendar days from the effective date of the expulsion in which to notify the Superintendent in writing of his or her appeal. The Superintendent will hold an appeal hearing, at which the student has the right to be represented by counsel, at the student's own expense. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this statute.

G.L. c. 71, §37H1/2: Any student who has been suspended or expelled under G.L. c. 71, §37H1/2 may appeal the suspension or expulsion to the Superintendent. The student has five (5) calendar days from the effective date of the suspension or expulsion to notify the Superintendent in writing of his or her appeal. The Superintendent will hold a hearing with the student and the student's parent within three (3) calendar days of the student's request for an appeal, unless the time is extended by agreement of the parties. At the hearing, the student will have the right to present oral and written testimony on his or her behalf, and will have the right to be represented by counsel, at the student's own expense. The Superintendent may uphold, overturn or alter the Principal's decision, or may recommend an alternate educational program for the student. The Superintendent will render a decision on the appeal within five (5) calendar days of the hearing. The Superintendent's decision is the final decision of the school district with regard to the suspension or expulsion; no appeal to the School Committee is available. Pending the outcome of any appeal, the disciplinary decision of the Principal will remain in effect. If an expelled student applies for admission to another school or school district, the superintendent of that school district may request a written statement of the reasons for the student's expulsion, and the Superintendent of the Everett Public Schools must provide the other superintendent with such information.

AVAILABILITY AND NOTICE OF EDUCATION OPPORTUNITIES AND SERVICES TO STUDENTS WHO ARE SUSPENDED OR EXPELLED

- The Principal of each school will ensure that students who are removed from class or school have the opportunity during the period of removal to make up assignments, including but not limited to homework, quizzes, exams, papers, projects and other school work, as needed, in order to earn credits and make academic progress.
- The Principal will ensure that there is a school-wide education services plan in place so that students who are suspended for more than ten (10) consecutive days or expelled have the opportunity to receive education services and make academic progress during the term of their suspension or expulsion.

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

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

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

Absent an IEP modification, a special education student who violates the code of discipline may be suspended for up to ten (10) cumulative school days in a school year, in the same manner as a student in the general education program. "Suspension" is defined as any action that results in the student's removal from the program described in their IEP, including in-school suspension, exclusion from transportation services that prohibits the student from participating in their prescribed program, and placement in an interim alternative educational setting.

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

In cases involving the possession of weapons, drugs or serious bodily injury, special education students may be removed immediately to an interim alternative educational setting for up to forty-five (45) school days. In any case, the school or the parent/guardian may seek an injunction from the courts or an order from the Bureau of Special Education Appeals ("BSEA") to change a student's placement for disciplinary reasons.

Disabled students who use or possess illegal drugs or alcohol at school, on school premises or at a school-sponsored or school-related event, including an athletic game, may be disciplined in the same manner and to the same extent as non-disabled students who engage in similar behavior. The procedures that apply to disciplinary hearings for regular education students apply to disabled students who are charged with drug- or alcohol-related misconduct at school. The procedural safeguards under Section 504, described below, including manifestation determinations, do not apply to disciplinary actions involving disabled students who are charged with drug- or alcohol-related offenses at school.

Therefore, the IEP for each special education student must indicate whether the student's disability requires a modification of the discipline code. If the student is expected to meet modified behavioral requirements, such modifications must be described in the student's IEP.

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

A manifestation determination meeting will be held for those students who are to be considered for a possible forty-five-day placement, for students who are suspended for more than ten (10) consecutive school days or for shorter periods that constitute a pattern of removal and accumulate to more than ten (10) school days in a school year. The purpose of the manifestation determination is to consider the relationship between the student's disability and their behavior. The school must convene an IEP Team meeting before the expiration of the ten-day period.

A. SUSPENSION PROCEDURES

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

A Principal may reconvene the student's evaluation TEAM to consider unique circumstances and to give consideration to a change in placement for a special needs student who has violated the school's code of discipline.

Whenever a Principal contemplates changing a special education student's placement through the disciplinary

process, the Principal must notify the student's parent/guardian of the procedural protections available to special education students, by sending the parent/guardian a copy of the [Notice of Procedural Safeguards](#).

Further, the school must convene a TEAM meeting before the expiration of the ten (10) day period, and must comply with the following procedures, in addition to those contained in the school district's disciplinary rules, before a suspension is imposed.

B. MANIFESTATION DETERMINATION

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

- whether the student's behavior was caused by or had a direct and substantial relationship to their disability; or
- whether the student's behavior was the direct result of the school district's failure to implement the IEP.
- In making this determination, the TEAM must review all relevant information in the student's file, including the IEP, staff observations, and any relevant information provided by the parent/guardian. If the answer to either question is "yes," the student's behavior is considered to be a manifestation of their disability.

The TEAM's determination should be made available to the Principal who is considering the student's suspension before a disciplinary decision is made.

Depending upon the TEAM's determination, suspension (or expulsion) may or may not be implemented, as explained below.

C. CIRCUMSTANCES WHEN SUSPENSION IN EXCESS OF TEN (10) DAYS MAY BE IMPOSED

If the TEAM determines that the behavior is not a manifestation of the student's disability, the student may be suspended (or expelled), in the same manner and for the same duration as for non-disabled students, in accordance with the procedures set forth in the school district's disciplinary rules. The school district must continue to provide the student with services in a new placement to enable the student to continue to participate in the general education curriculum and to progress toward IEP goals during the term of the suspension (or expulsion). In addition, as discussed below, the student must receive, as appropriate, a functional behavioral assessment and a behavioral intervention plan to address the student's behavior, so that it does not recur.

D. CIRCUMSTANCES WHEN SUSPENSION IN EXCESS OF TEN (10) DAYS MAY NOT BE IMPOSED

A student may not be suspended for more than ten (10) consecutive days in a school year, or ten (10) cumulative days when a pattern of removal is occurring, if the evaluation TEAM determines that the student's behavior is a manifestation of their disability. In such case, the TEAM must conduct a functional behavioral assessment and implement a behavioral intervention plan, as discussed below. If an assessment already has been conducted and a plan developed, the TEAM must review and modify the plan, as necessary, to address the student's behavior.

Unless the TEAM decides on a new placement for the student, as part of the behavioral intervention plan, or the student is eligible for automatic removal by the school district based on the type of offense, the student must be returned to his or her last agreed-upon placement.

If the parent/guardian disagrees with any decision regarding the student's placement or the TEAM's manifestation determination decision, the parent/guardian may request a hearing before the BSEA. In the event that a hearing is requested, except in limited circumstances discussed below, the student may not be removed from the last agreed upon educational setting (i.e., the placement in effect at the time the dispute arose) unless the parties agree upon another placement, or a court permits the school district to change the student's placement, based on a showing that the student's continued presence would present a substantial likelihood of injury to the student or to others.

E. FUNCTIONAL BEHAVIORAL ASSESSMENT

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

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

F. INTERIM ALTERNATIVE EDUCATION SETTING

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

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

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

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

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

G. PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

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

- The school district is deemed to have knowledge that student is a student with disability if:
- The parent/guardian has expressed concern in writing to administrative personnel or the student's teacher that the student is in need of special education services;
- The parent/guardian has requested an evaluation of the student;
- The teacher of the student or other school personnel has expressed specific concerns directly to the Special Education Administrator or other administrative personnel about a pattern of behavior demonstrated by the student.

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

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

CONTACT INFORMATION:

Massachusetts Department of Elementary and Secondary Education, Bureau of Special Education Appeals
 14 Summer Street, 4th Floor
 Malden, MA 02148
 Phone: 781-397-4750

United States Department of Education, Office of Civil Rights
 Boston Office
 Office for Civil Rights
 U.S. Department of Education
 5 Post Office Square, 8th Floor
 Boston, MA 02109-3921
 Telephone: 617-289-0111
 FAX: 617-289-0150; TDD: 617-289-0111
 Email: OCR_Boston@ed.gov

DISCIPLINING STUDENTS WITH 504 PLANS

All students are expected to comply with the school district's disciplinary rules, unless the 504 Plan for a student specifically indicates that the student is not expected to comply with such rules, or is expected to comply with modified rules.

A student with a 504 Plan who violates the code of discipline may be suspended for up to ten (10) cumulative school days in a school year, in the same manner as a student in the general education program. "Suspension" is defined as any action that results in the student's removal from his or her academic program including in-school suspension, exclusion from transportation services that prohibits the student from participating in their academic program, and placement in an interim alternative educational setting.

In cases involving the possession of weapons, drugs or serious bodily injury, a student may be removed immediately.

A. MANIFESTATION DETERMINATION

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

In making this determination, the Team will review the 504 Plan, discipline reports, staff observations, and any relevant information provided by the parent/guardian. If the answer to either question is "yes", the student's behavior is considered to be a manifestation of their disability.

If the 504 Plan Team cannot reach consensus on whether a student's behavior was or was not a manifestation of his or her disability, the school principal will make the determination and provide the parent with written notice. If the parent disagrees with the findings of the manifest determination, the parent may request a hearing with the Superintendent of Schools or may request a hearing before the Board of Special Education Appeals at the Massachusetts Department of Elementary and Secondary Education.

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

B. CIRCUMSTANCES WHEN SUSPENSION IN EXCESS OF TEN (10) DAYS MAY BE IMPOSED

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

C. CIRCUMSTANCES WHEN SUSPENSION IN EXCESS OF TEN (10) DAYS MAY NOT BE IMPOSED

A student may not be suspended for more than ten (10) consecutive days in a school year, or ten (10) cumulative

days when a pattern of removal is occurring if the 504 Plan Team determines that the student's behavior is a manifestation of their disability.

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

If the parent/guardian disagrees with any decision regarding the student's placement or the 504 Plan Team's Manifestation Determination decision, the parent/guardian may request a hearing before the Superintendent of Schools. In the event that a hearing is requested, the student may not be removed from the last academic setting unless the student's continued presence would present a substantial likelihood of injury to the student or to others.

D. FUNCTIONAL BEHAVIORAL ASSESSMENT

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

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

E INTERIM ALTERNATIVE EDUCATION SETTING

A 504 PLAN student may be placed in an appropriate Interim Alternative Education Setting (IAES) for up to forty-five (45) school days, without parental/guardian approval, and without regard to whether the student's conduct is a manifestation of their disability, in the following circumstances:

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

While the student is in the IAES, the school district must continue to provide the student with accommodations that enable them to continue to participate in the general education curriculum.

At the end of the forty-five (45) school-day placement, the student may be returned to their last academic placement, unless the school district and parent/guardian agree on another placement.

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

APPENDIX A

DISMISSAL FORMS

EVERETT HIGH SCHOOL

STUDENT DISMISSAL FORM

Please dismiss _____ at _____ (time), _____ (date).

The reason for this dismissal is

Signed by _____ (parent/guardian)

Phone number where I can be reached to verify the dismissal.

No student will be dismissed unless

- The signer's name is in our computerized records as the parent or legal guardian.
- The signer answers the phone if a verification call is made.
- The reason for dismissal is clearly stated.
- This form is presented to the proper authority by 7:55 A.M. on the date of the dismissal.

Dismissals may be denied under the regulations stated in the Student Handbook.

EVERETT HIGH SCHOOL

DISMISSAL VERIFICATION FORM

Student Name: _____

Date Dismissed: _____ Time Dismissed: _____

Teacher's Signature

Date Work Complete

Period 1 _____

Period 2 _____

Period 3 _____

Period 4 _____

Academy Assistant Principal's Approval: _____

Once form is complete, return to the Dean for absence from class(s) to be waived.

APPENDIX B

CO-CURRICULAR ACTIVITIES / REPRESENTING EHS**CLUBS**

A wide variety of clubs and activities is offered to students of Everett High School. Involvement in such groups adds significantly to the high school experience of our students. All students are strongly encouraged to become involved with some group in which they have an interest. A student must have twenty (20) credits at the end of each quarter to participate in any sport, club or school activity. Some of the clubs offered at Everett High School are listed below. This is subject to change at any time.

American Red Cross	Key
Asian	Latin
BLH Academy	Math
Chess	MCAS
Dance	Mock Trial
Computer	Music
Drama	National History
E Sports	National Honor Society
Future Chef's	Newspaper
Future Educators	Poetry
Gay Straight Alliance	Robotics
Green Monster	Science
Haitian	Skills USA
Hispanic Honor Society	Social Justice
History	STEM
HPS Academy	Step Team
Italian Honor Society	Student Ambassadors

ATHLETICS

Sports offered at Everett High School are:

Baseball	Indoor Track *
Basketball *	Soccer *
Cheerleading	Softball
Cross Country *	Tennis*
Field Hockey	Track and Field*
Football	Volleyball
Golf	Rowing
Hockey	Lacrosse

*** Separate teams for boys and girls**

Rules And Regulations Governing Co-Curricular Activities

Approved by the Everett School Committee, May 12, 1982

"Membership on an Everett High School athletic team is a privilege.... NOT A RIGHT!"

Everett High School will adhere to all policies as set forth by the Massachusetts Interscholastic Athletic Association relative to the use of alcohol, drugs, tobacco, and any controlled substances.

No student will take part in any practice, athletic contest, co-curricular activity, or any school activity on any day or evening in which he or she was absent from school. Exceptions will be made only with the consent of the Principal.

No student, who was not in attendance in school on a particular day, should be at any athletic contest, co-curricular activity, or after school activity.

If a student is absent on a Friday, that student is not eligible to take part in or attend any practice, athletic event, co-curricular activity, or school activity that takes place over the weekend. If the student is absent the day before a vacation, that student is not eligible to take part in or attend any practice, athletic event, co-curricular activity, or school activity until the next day that school is in session for students.

Eligibility may be denied any senior who, during the spring season, is failing a subject required for graduation.

A student shall not change from one sport to another, after the first scheduled contest has been played, without the consent of both coaches involved. An ineligible athlete may not practice with a team until he or she becomes eligible.

A student shall not draw equipment or participate in organized practice or contests until the following conditions are met:

1. A student must have a physical examination by a physician.
2. A parent or legal guardian must sign a permission card.
3. The student must have school insurance, provided that school insurance may be waived by written consent of the student's parent or legal guardian if a family insurance policy is to be used. (Name of company and policy number must be included in a letter and given to the Athletic Trainer.)

The Director of Athletics must check eligibility before any students are allowed to practice or to participate in a contest. The Head Coach must submit an alphabetized list to the Athletic Director for this purpose. Any roster additions made after the original list has been submitted must be submitted in writing to the Athletic Director.

No student shall participate in athletics at the High School unless he or she is willing to:

1. Attend all practice sessions and games. Exceptions: Illness or authorized excuse.
2. Refrain from the use of alcohol, tobacco, and drugs.
3. Maintain acceptable conduct and receive 20 points of academic credits (per quarter) and meet all of the Everett High School standards for participation.
4. Observe such other rules as may be made by the coach.
5. Complete any School Committee or state mandated informational (i.e. head injury) or norm testing. This includes parents/guardians if required.

NOTE: Each Head Coach will put his rules in written form so that the players will know what is expected of them. A copy of the rules of each Head Coach is to be kept on file in both the Principal's Office and the Athletic Director's Office.

School discipline regulations are in effect for all athletes.

Coaches are to report serious infractions of discipline, in writing, to the Principal and Athletic Director immediately.

A student may be suspended by the Head Coach for one (1) game. Before any further action is taken, a meeting of the Principal, Athletic Director and coach must be held. Poor student conduct is a cause of suspension or termination from the athletic team.

CO-CURRICULAR TRAVEL

Buses will be chartered for all games. Students who are members of the Athletic or the Cheerleading Squad or co-curricular team must use the bus for transportation both to and from the event. It is the responsibility of the coach in charge of the squad or the advisor of the cheerleaders to see that this regulation is enforced. Under no circumstances (with the exception of emergency medical personnel) is a student to be released to any adult or sibling. If a parent/guardian prearranges such a release to the parent/guardian with the Principal or his designee, the student may be released to that parent/guardian.

No dismissals will be allowed for athletic events unless the game site is at a distance of more than forty-five (45) minutes.

CHEERLEADER COACHES' POLICY

1. Tryouts are to be held right after election of Cheerleading Coaches. Notification of eligibility for these tryouts must be given to 8th Graders in order to reach their four- year eligibility span.
2. Cheerleading Coaches must seek permission from the Athletic Director for participation in any activities, entering of any contest, purchasing, or anything not directly associated with their practice schedules or game schedules.
3. Any candidate for cheerleading positions must have passed 20 points the previous quarter and must meet all of the Everett High School standards for participation.
4. Summer Camp—not sanctioned by the Everett School System—must not carry Everett High School equipment or uniforms, nor use Everett High School in any way to suggest sponsorship.
5. Cheerleading Squads cannot attend games nor have practices without the presence of their coach.
6. Any team member who is absent from school on the day of a contest will not be able to participate that day.
7. Practice schedules must be approved by the Athletic Director.
8. All instruction and selections shall be done by the coach.
9. Cheerleaders and coaches are to abide by all rules and regulations set forth by the M.I.A.A. and the Everett High Student Handbook. (Coaches will refer to student handbook regarding disciplinary suspensions.)

EQUIPMENT REGULATIONS

All equipment issued to athletes shall be recorded on the equipment cards and signed by the athlete. It is the responsibility of the coaches and equipment managers to see that all equipment is returned in good condition. If the equipment is lost, stolen or has had abnormal usage, the athlete shall be charged accordingly. No athletic equipment issued to squad members may be worn in gym class or worn outside of practice or game situations.

Anyone who steals equipment from Everett High School or from an opposing team or school will be automatically suspended from the team.

DANCES/PROMS/SCHOOL-SPONSORED SPECIAL EVENTS

School dances are subject to the following rules:

1. All students must be properly attired and remain so throughout the dance.
2. No smoking is permitted in the school building or on school grounds.
3. Dances/proms are open to students enrolled in Everett High School, unless the Principal grants permission in advance for a specific guest.
4. Any student who is absent or dismissed on the day of a dance/prom will not be allowed to attend, unless the student is granted permission in advance by the Principal or Vice Principal.
5. No pupil will be re-admitted to the dance/prom/school-sponsored special event after having once left.
6. All policies and practices as stated in the permission slip for the event must be followed.

REPRESENTING EVERETT HIGH SCHOOL

All school rules apply to the entire student body. In addition, there are some students who represent Everett High School or its students in extraordinary roles or there are some students who receive certain individual awards and recognitions. These students must be held to higher standards. All of these students must have 20 credits at the end of each quarter.

1. Any student who is elected to a position of class officer or who in any way represents Everett High School will be held to high standards of academic achievement, attendance and character. If the Principal or designee believes that the student does not meet and reflect such standards, that student may be removed from that elected position. Before any such removal, the Principal or his designee will conduct a hearing with the student and parent/guardian.
2. Any nurse's aide or guidance aide must conform to all of the rules and regulations of Everett High School. In

addition, that student must be in good standing relative to academics, attendance and character in order for that student to hold this position.

3. At no time will students who are not participants in an athletic event or competition be allowed on the field of play.
4. Any student who opens an outside door to allow anyone to enter the building without authorization (or creates an opportunity by doing the above to allow anyone in the building) compromises the safety of all students. This includes the unauthorized leaving of the building.
5. Any student who has a financial obligation to the Everett Public Schools (e.g., for lost or damaged books, instructional material, replacement ID badges and lanyards, athletic equipment, damage to school property etc.) must reimburse the school for the replacement value of such item(s). A reimbursement plan will be established among the school administration, the parent/guardian, and the student. If the student does not reimburse the school, he or she may be excluded from extra-curricular activities and school events at the discretion of the Principal or Vice Principal. This may include the student NOT being allowed to participate in the Junior Prom, the Senior Prom, the Senior Luau, and the Graduation Ceremony.
6. No student (under 18 years old) is to be in possession of matches or lighters, in accordance with applicable City of Everett ordinances.

SUCCESSION OF CLASS OFFICERS

If a vacancy occurs in a class officer's position, succession will take place as follows:

- Vacancy for President: Vice President has option to move into this position.
- Vacancy for Vice President: Secretary has option to move into this position.
- Vacancy for Secretary: Treasurer has option to move into this position.
- Vacancy for Treasurer: Runner-up assumes position. If refused, it remains vacant.

If the person holding the position chooses not to move in to a vacancy, each of the remaining officers for that class and the Dean will select one of the officers to fill the higher vacancy. If this cannot be done, the runner-up in the election for that position will be appointed.

SMOKING POLICY

The Education Reform Act, which was enacted and went into effect on June 18, 1993, prohibits smoking on school property. Chapter 71, Section 36 of the Acts of 1993, prohibits "the use of any tobacco products within the school buildings, the school facilities or on school grounds or on school buses by any individual, including school personnel." The prohibition is intended to apply to any activity held on school property including athletic events and other extracurricular activities. Smoking, vaping and the possession of tobacco products or paraphernalia are prohibited on school property. All Smoking refers to the use of traditional tobacco products. Vaping refers to the use of electronic nicotine delivery systems or electronic smoking devices. These are commonly called e-cigarettes, e-pipes, e-hookahs and e-cigars.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

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

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

PEST MANAGEMENT CONTROL POLICY

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

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

APPENDIX C

CURRICULUM AWARENESS FOR HEALTH**Dear Parent/Guardian:**

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

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

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

The following topics may be included in the lessons:

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

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

Sincerely,

Mr. Erick Naumann, Principal

Body Mass Index Screening

Dear Parent(s) or Guardian(s):

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

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

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

Massachusetts schools have taken heights and weights of students each year since the 1950's. According to the state's new BMI screening regulations which passed in April 2009, schools must now collect the heights and weights of students in grade 10. Each child's height and weight will then be used to calculate their BMI. The results will be sent home with your child.

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

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

We are very interested in making sure that all our students are healthy. This year, the BMI screening will take place in the fall. All children in grade 10 will have their height and weight measured and will have their Body Mass Index (BMI) calculated.

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

Sincerely,

Mr. Erick Naumann, Principal

APPENDIX D

MEDICATION ADMINISTRATION POLICY

The Everett Public Schools is and will continue to be in full compliance with Chapter 71, Section 54B of the General Laws of the Commonwealth of Massachusetts.

1. No person shall administer or cause to be administered to a pupil in any public school in the Commonwealth any psychotropic drug included on a list to be established by the Department of Public Health unless the school has obtained certification by the Commissioner of Public Health or his designee about the medical need of the pupil. Administration of duly approved medication shall be carried out only by a registered nurse or licensed physician. No person shall administer psychotropic drugs to such a pupil for the purpose of clinical research. The Department of Public Health shall make rules and regulations setting forth the list of psychotropic drugs and procedures for certification.
2. All other prescription and non-prescription drugs must be administered by the parent or guardian or the parent/guardian's designee. No employee of the Everett Public Schools shall dispense any drugs.
3. Pupils in the Everett Public Schools may use an inhaler (for asthmatic problems) under the supervision of the school Principal or their designee.

PRESCRIPTION MEDICATIONS means any medication that by federal law may be obtained only by prescription.

LICENSED PRESCRIBER means a health care provider who is legally authorized to prescribe medication pursuant to M.G.L. c. 94C and applicable federal laws and regulations.

1. SHORT TERM MEDICATIONS (TEN [10] SCHOOL DAYS OR LESS)

- a. A parent/guardian consent form must be completed.
- b. A pharmacy-labeled container may be used instead of a licensed prescriber's order.
- c. Pharmacy-labeled containers must have on their label:
 1. Student's name
 2. Name of licensed prescriber
 3. Name of medication
 4. Route and dosage of medication
 5. Frequency and time of medication administration
 6. Date of the order and discontinuation date
- d. If the nurse has a question, she may request a licensed prescriber's order.

2. LONG TERM MEDICATIONS (MORE THAN 10 [10] SCHOOL DAYS)

- a. A parent/guardian consent form must be completed.
- b. A medication order from a licensed prescriber shall be provided and contain:
 1. Student's name
 2. Name and signature of the licensed prescriber and business and emergency phone number
 3. Name of the medication
 4. Route and dosage of administration
 5. Frequency and time of medication administration
 6. Date of the order and discontinuation date
 7. Diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality
 8. Specific directions for administration
- c. All prescription medications must be brought to school in a pharmacy labeled container with the student's name, medication to be administered, dosage prescribed, and frequency of medication.

3. MEDICATION ADMINISTRATION PLAN

- a. The school nurse, in collaboration with the parent or guardian, whenever possible, shall establish a medication administration plan for each student receiving medication.

4. HANDLING, STORAGE, AND DISPOSAL OF MEDICATIONS

- a. A PARENT/GUARDIAN OR DESIGNATED RESPONSIBLE ADULT SHALL DELIVER ALL MEDICATION TO BE ADMINISTERED BY SCHOOL PERSONNEL TO THE SCHOOL NURSE. MEDICATION SHOULD NOT BE SENT TO SCHOOL WITH A STUDENT!
- b. The school nurse shall document the quantity of medication delivered.
- c. Parent/guardian may retrieve the medication from the school at any time.
- d. No more than (30) thirty school days' supply of a medication for a student shall be stored at the school.
- e. When and where possible, all unused, discontinued, or outdated medications shall be returned to the parent/guardian. Medications may be destroyed at the end of each school year.

Parent/Guardian Medication Form

Please complete the enclosed Parent/Guardian form and have the medication Order form completed by your health care provider. Send the completed forms to the school your child attends as soon as possible.

When your child needs a medication to be given during the school day, please act quickly to follow these policies, so we may begin the medication as soon as possible. Thank you for your cooperation. If you have any questions, please the Everett High School Nurse's Office.

Dear Parent/Guardian:

If you would like your child to receive the following medications in school in the event of minor discomfort, please complete the consent card, provided your child has not had a history of an allergic reaction to any of these medications. This permission card will be kept on file in the School Nurse's office.

I give my permission to have the School Nurse administer the following checked off medication to my child:

Name of Child: _____ Grade: _____ Date: _____

_____ Acetaminophen (Tylenol) 1-2 tablets (325 mg) every 4-6 hours

_____ Advil (Ibuprofen) 2 tablets (200-400 mg) every 4-6 hours

_____ Antacid

_____ Benadryl 1-2 tablets (25-50 mg) every 4-6 hours

Signature of Parent/Guardian: _____

Phone# (Work): _____ Home Phone: _____ Cell Phone: _____

Additional Pertinent Health Information and Other Medications Currently Being Taken:

Please include any allergies to medications. Please use the space below:

Parent or Guardian Consent for Medication Administration

Name of Student: _____ School: _____ Grade: _____

Date of Birth: _____ Sex: _____

Name of Parent/Guardian: (Please Print) _____

Address: _____

Phone (Home): _____ Phone (Work): _____

Phone (Where parent or guardian may be reached in case of emergency): _____

Other persons, if any, to be notified in case of emergency if parent/guardian unavailable

Name/Relationship: _____ Phone: _____

Relationship: _____

My son/daughter is currently receiving the following medications (to be completed if not in violation of confidentiality). Please list all medications the child is receiving, including those given during the school day.

1. _____ 2. _____ 3. _____ 4. _____

My son/daughter is known to have the following allergies: _____

Consent

1. I give my permission to have the school nurse or school personnel designated by the school nurse give the following medicine:

prescribed by _____ to _____
(Licensed Prescriber) (Name of Student)

2. I give permission for my son/daughter to self administer medication, if the school nurse determines it is safe and appropriate:

Yes _____ No _____

3. I give permission to the school nurse to share with appropriate school personnel information relative to the prescribed medicine administration, e.g., adverse side effects, as he/she determines necessary for my son/daughter's health and safety.

Yes _____ No _____

Any restrictions on release _____

(Please note: I understand that I may retrieve the medicine from the school at any time and that the medicine will be destroyed if it is not picked up within one week following the termination of the order or one week beyond the close of school.)

4. I give permission for my son/daughter to be photographed for identification purposes, for medication administration.

Signature of Parent/Guardian: _____

Relationship to student: _____ Date: _____

Medication Order

(To be completed by a licensed prescriber: Physician, Nurse Practitioner, or others authorized by Chapter 94C)

Name of Student: _____ Date of Birth: _____

Address: _____ Grade: _____

Business Telephone Number: _____ Emergency Number: _____

Medication: _____

Route of Administration: _____ Dosage: _____

Frequency: _____ Time(s) of Administration: _____

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

Specific directions or information for administration _____

Date of Order: _____ Discontinuation Date: _____

*Diagnosis: _____

*Any other medical condition(s): _____

Optional Information

1. Special side effects, contraindications, or possible adverse reactions to be observed:

2. Other medication being taken by student:

3. The date of the next scheduled visit or when advised to return to the prescriber: _____

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

Yes _____ No _____

5. Notice to prescriber of nebulizer treatment: _____ How frequently? _____

Signature of Licensed Prescriber

Telephone Number

* if not in violation of confidentiality

APPENDIX E

CONCUSSION POLICY AND PROCEDURES

The new law, Chapter 166 of the Acts of 2010, clearly states that students who become unconscious, who suffer a concussion, or who are suspected of having suffered a concussion may not return to the competition or practice where the injury occurred. In addition, the new law states that the injured student may not engage in any extracurricular athletic activity without written authorization. Therefore, our guidance, like that of Centers for Disease Control's Heads Up: Concussion in Youth Sports initiative, is: "Keep the athlete out of play the day of the injury and until a health care professional, experience in evaluating for concussion, says the athlete is symptom-free and it's OK to return to play."

The policy of the Everett Public Schools mandates that in order to participate in Everett High School Athletics or extracurricular activities, each student must:

- Present a physical from their own physician or come to the high schools sports screening prior to the start of the season.
- Complete Prescreening questionnaire with up-to- date information of any history of a concussion or head and neck injury.

Athletic Trainer Certified (ATC) will review the prescreening questionnaire and will retain all the documentation of concussions and head/neck injury on file. The ATC will inform coaches and Athletic Director (AD) of any history of concussion and head/neck injuries.

At the beginning of each season, student athletes will be provided an informational sheet with the symptoms of concussions, reference to information available online, and a Head Injury Report form. School rules and regulations made by the ATC, AD, guidance, and administrators on concussions will appear in the student handbook.

- No student athlete will be permitted to participate in athletics and extracurricular activities unless a medical consent form, Department of Public Health's Pre-Participation Head Injury/Concussion Reporting Form and concussion fact sheet are returned signed by the parent(s)/guardian(s) to the ATCs, unless the student athlete is 18 or older.
- All coaches and staff must be CPR and First Aid certified, and re-certified every two years. Documentation of certificates will be kept by school administration.
- All violations or non-compliance of the Everett Public Schools Concussion Policy shall be reported to AD and school administration for further disciplinary actions.
- All documentations of concussions of the student athletes, including the Pre Participation Forms, Report of Head Injury Forms, medical clearance and authorization forms, and reentry plans, will be kept on file in the ATC office and copies will be sent to the AD and Administrators. The AD and administrators will keep documents of the verification of training and receipt of materials.
- All concussion forms and documents will be available in target languages and languages other than English. Translators will be available at meetings as necessary.

The Superintendent designates the Athletic Director (A.D.) as the "person in charge" of administering the regulatory requirements

1. The AD shall participate in the development of the biannual review of the policies and procedures for the prevention and management of sports related head injuries within the school district or school.
2. The AD shall complete the annual training
3. The AD must ensure that
 - the training requirements for staff, parents/guardians, volunteers, coaches and students are met, recorded, and records are maintained
 - all students meet the physical examination requirements prior to participation in any extracurricular activity
 - all students participating in extracurricular athletic activities have completed and submitted pre participation forms of concussion history
 - pre participation forms are reviewed
 - report of head injury forms are completed by the parent/guardian and/or coach and reviewed by the AD, ATC, school nurse and team physician
 - annual statistics are reported to the Massachusetts Department of Public Health.

ImPACT Testing

All student athletes participating in contact sports (football, soccer, field hockey, lacrosse, basketball, hockey, wrestling, baseball, and softball) will take the ImPACT test. This is a computerized concussion management program. These student athletes will take the ImPACT test prior to beginning the season for a baseline score. Forty-eight hours after suspecting a concussion, the student athlete will take a post injury test. After the first post injury test, the student athlete will continue to take post injury tests until they are ready to return. The ImPACT test does not take the place of seeing a physician. The student athlete must still see a physician regarding the concussion. Student athletes not involved in contact sports will have the option of taking the ImPACT baseline

Head Injury Training Program

All Coaches, Band Directors, School Nurses, School / Team Physicians, Certified Athletic Trainers, Student Athletes, Marching Band members and any other affiliates of Everett High School Athletics must complete an Interscholastic Head Injury Training Program

The athletic head injury training program must include, but not be limited to:

- The recognition of the signs and symptoms of head and neck injuries, concussions, risk of secondary injury, including the risk of second impact syndrome
- Description of the protocol for return to sports competition or practice after a head injury is sustained.
- The NFHS online “concussion in sports” must be completed by all coaches, directors, school nurses, marching band members and student athletes every school year.
- Athletic trainers, physicians, and physician assistants involved with the evaluation and clearing of concussions must take the MDPH approved clinical training. Contact the Athletic Director for more information.

Certified athletic trainers will have a concussion awareness assembly for all coaches, directors, school nurses, and physicians. It is mandatory to attend.

- A Concussion and Head Injury fact sheet will be available to all parents/guardians of student athletes and will be available on the Everett Public Schools website: info@everettpublicschools.org
- Instruction to teach coaches proper techniques on how to reduce risk for head injuries will be gone over in training
- Parents/guardians and students will be given a copy of the Head Injury and Concussion Policy and the Parent/Guardian/Athlete Concussion Information Sheet. Both parents/guardians and students will have to sign and return Acknowledgment of Receipt for the policy and fact sheets.

Procedures for Attending Staff in the event of injury

- The athletic trainer will remove the injured student athlete from play and contact the parent/guardian to bring to their physician
- The ATC will fill out an accident report which will be sent to the administration building
- The ATC will fill out the Department of Public Health’s Report of Head Injury During a Sports Season Form
- The ATC will notify the AD and school nurse.

Special Circumstances

- If there is no athletic trainer on duty, the coach will remove the athlete from play, contact the parent/ guardian to bring the student athlete to the hospital, and also contact the AD, ATC, and school nurse and fill out an accident report.
- If the coach or ATC cannot contact the parent/guardian or they cannot get there, a coach or ATC will accompany the student athlete to the hospital.

The ATC, trainer/coach or attending person will advise the student athlete and parent/guardian that complete physical, cognitive, emotional, and social rest is very important when experiencing signs and symptoms.

Procedures for student athlete and parents/guardians

- The student athlete must see their primary physician after suffering a concussion.
- The student athlete will be given a Report of Head Injury Form from the ATC or coach to bring to the physician.
- The physician will then need to give clearance for the student athlete to start the return to play protocol. Emergency room physicians or an urgent care physician cannot clear a student to return to a sport following a head injury.
- The certified Athletic Trainer for the Everett Public Schools has the final say as to whether an athlete or band member returns to play.

Individualized Return to Play Protocol

The student athlete's individualized return to play protocol must be supervised by either the physician or ATC. Each student will have the Department of Public Health's Post Sports Related Head Injury Medical Clearance and Authorization Form filled out by the ATC or physician.

The following steps will be followed:

- completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without any return of signs or symptoms. If no symptoms return, the next day advance to:
- light aerobic exercise, which includes walking or stationary cycling, keeping the intensity less than 70% of maximum heart rate and no resistance training. The objective of this step is to slowly raise the heart rate without any return of signs or symptoms. If no signs or symptoms return, advance to:
- sport specific exercise including skating, and/or running, no head impact activities. This step is designed to add movement while continuing to increase heart rate. If no signs or symptoms return, advance to:
- non-contact training drills and the student athlete may initiate progressive resistance training. If no signs or symptoms return, advance to:
- following medical clearance by a physician, the student athlete may participate in normal training activities. Breaks must be given, for rest and for the ATC to monitor. The objective of this step is to assess the functional skills of the student athlete. If there is still no return of any symptoms, the next day advance to:
- return to play involving normal exertion. The athlete must participate in one regular practice at this step before being allowed into a game or competition.

Note: if the student athlete experiences any signs or symptoms, he or she will be removed from further activities that cause exertion and must return to their physician. The student athlete will then return to step one of their individualized return to play protocol. The student cannot move up a step if they are taking any ibuprofen or pain relievers that may mask the symptoms of the concussion.

Re-entry to School

The student's guidance counselor will make a graduated re-entry plan for any student athlete who has had a concussion. ATCs will inform Guidance Counselor, Athletic Director, School Principals and administrators of the injury. Guidance counselors will consult with ATC, teachers, Parents/guardians, and other administration about the student returning to a full academic schedule. If symptoms of the concussion last longer than 10 days, the student's guidance counselor again will be notified and the student will be placed on a 504 plan.

ImPACT Testing Permission Form

Dear Parent/Guardian,

Everett Public Schools has begun utilizing an innovative program for student-athletes and members of the marching band and drama clubs. The program is called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing) and it is a computerized exam that the student takes prior to the season. If the student is believed to have suffered a head injury during competition, they re-take the exam to help determine the extent of the injury, the location of the injury, and when the injury has healed. The system is utilized throughout high schools, colleges and universities, and professional sports. It is the "Gold Standard" in recognizing and managing head injuries.

The exam takes about 20-30 minutes and is non-invasive. The program is set-up as a "video-game" type format. What it is doing is giving the brain a preseason physical of its cognitive abilities. It tracks information such as memory, reaction time, procession speed, and concentration. It is simple and actually most that take it enjoy the challenge of the test. The exam has gained recognition around the world.

If a concussion is suspected, the test is re-taken and the information can be used to better determine the athlete's recovery from the concussion. The test data is shared with your family physician, and a sound decision can be made as to when return-to-play is appropriate and safe. If an injury of this nature occurs, we will be in contact with you to discuss all of the details, large and small.

It is stressed that there is no invasive work being done with this program. This gives us the best available information in preventing brain damage that can occur with multiple concussions. The athletic trainers, along with the schools administration and coaches are trying to keep your child's health and safety at the forefront of their athletic experience. Please send the bottom half of this sheet back, with the appropriate signatures, with your child. If you have any questions, please feel free to contact us or visit impacttest.com.

Sincerely,
EHS Athletic Trainers
cbelfort@everett.k12.ma.us
617-394-2490 Ext. 4205

Permission for the use of the Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT)

I have read the above information. I have been given an opportunity to ask questions and my questions have been answered. I agree to allow my child to participate in the ImPACT Concussion Management Program.

Name of the Student: _____

Sport(s): _____

Signature of the Student: _____ Date: _____

Signature of the Parent/Guardian: _____ Date: _____

**EVERETT HIGH SCHOOL
ATHLETIC DEPARTMENT
100 ELM STREET, EVERETT, MA 02149
617-394-2490**

Athletic Pre-Participation Concussion Screening and History

I understand that it is my responsibility to report any current and previous head injuries or concussion that my child has incurred to the athletic trainer, coach and/or athletic director.

Has your child had a previous concussion and/or head injury?

YES ☐ NO ☐

If yes:

Date(s) of Concussion(s) : _____

Sport and/or Activities: _____

Was your child medically cleared by a medical professional to return to athletic participation?

YES ☐ NO ☐

☐ I have read and understand the Head Injuries Fact Sheet and Care Instructions for Concussions.

Parent/Guardian Signature: _____ Date: _____

Student Athlete Signature: _____ Date: _____

Report of Head Injury

DATE: _____

Everett High School Athletic Department
Attn: Athletic Trainer
100 Elm Street, Everett, MA 02149
617-394-2490

Dear Parent and/or Guardian:

During a recent game and/or practice, your son/daughter received a head injury/concussion. Your son/daughter has been removed from athletic participation until medically cleared by a physician AND athletic trainer. The following is a brief account of the incident. Please sign and return form. Feel free to contact us at 617-394-2490 Ext. 6974 if you have further questions and/or concerns regarding your son's/daughter's head injury/concussion.

THIS FORM MUST BE SIGNED AND RETURNED TO THE ATHLETIC TRAINER IN ORDER TO BE FULLY CLEARED FOR PARTICIPATION IN ATHLETICS. THERE WILL BE NO EXCEPTIONS.

ATHLETE'S NAME: _____

SPORT: _____

INJURY DATE: _____

DESCRIPTION OF INJURY:

DESCRIPTION OF MEDICAL TREATMENT GIVEN:

REFERRALS: YES ☐ NO ☐

Athletic Trainer _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Student Signature _____ Date: _____

Head Injury Fact Sheet and Care Instructions for Concussions

Based on mechanism of injury and evaluation, it is believed that—

NAME OF STUDENT: _____

has suffered a concussion while participating in an Everett High School athletic practice/event on—

DATE: _____

The following are instructions to care for this athlete over the next few days.

- Do not drive a vehicle
- Rest. No physical activity
- Limit texting, computer use, and video games
- Do not drink alcohol
- Do not take Aspirin or Ibuprofen (Advil, Motrin)
- Tylenol may be acceptable if authorized by the certified athletic trainer or team physician
- Sleep is all right, but if the athlete is experiencing moderate to severe symptoms someone should check on him/her periodically

Signs and symptoms of a concussion

Signs and symptoms of a concussion do not always present right away. Some may not present until hours after the initial trauma. Due to this fact, you should be aware of possible signs and symptoms that may indicate a significant concussion.

PHYSICAL

Headache
Fatigue
Dizziness
Sensitivity to light
Sensitivity to noise
Nausea
Balance problems
Loss of consciousness
Vision Difficulty

EMOTIONAL

Difficulty remembering
Difficulty concentrating
Feeling slowed down
Feeling in a fog
Slowed reaction times
Altered attention
Amnesia

EMOTIONAL

Behavioral changes
Irritability
Sadness
Feeling emotional
Nervousness
Anxiety

SLEEP

Sleep more than usual
Sleep less more than usual
Trouble falling asleep
Drowsiness

If any of the following occur, seek medical attention as soon as possible:

- Persistent or repeated vomiting
- Convulsions/seizure
- Difficulty seeing, any weird movements of the eyes, one pupil is larger than the other
- Restless, irritability, or drastic changes in emotional control
- Difficulty walking
- Difficulty speaking, slurred speech, repeating sentence or words
- Progressive or sudden impairment of consciousness
- Bleeding or drainage of fluid from the nose or ears

Certified Athletic Trainer Signature _____ Date: _____

SPORTS SCREENING EXAM FOR ATHLETIC PARTICIPATION AT SCHOOL EVERETT HIGH SCHOOL ATHLETIC TRAINING

— SCREENING QUESTIONS —

- | | |
|--|--|
| 1. Do you feel healthy? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 2. Have you ever been hospitalized overnight? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 3. Have you ever had surgery?
If yes, please specify: | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 4. Are you presently taking any medication?
If yes, please identify medication: | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 5. Do you have any allergies?
If yes, please identify allergies: | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 6. Do you use an Epi-Pen? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 7. Have you ever passed out? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 8. Have you ever been dizzy during or after exercise? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 9. Have you ever had chest pain during or after exercise? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 10. Do you tire more quickly than your friends during exercise? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 11. Have you ever had high blood pressure? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 12. Have you ever been told that you have a heart murmur? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 13. Have you ever had a racing of your heart or skipped heartbeats while at rest? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 14. Has anyone in your immediate family died of heart problems or sudden death before the age of 50? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 15. Has a physician ever denied or restricted your participation in sports for any heart problems? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 16. Do you have any current skin problems (itching, rashes, acne, warts, fungus, or blisters)?
If yes, please specify. | YES <input type="checkbox"/> NO <input type="checkbox"/> |

CONTINUED ON THE NEXT PAGE

17. Have you ever been dazed after a hit to the head, knocked out, or diagnosed with a concussion? YES ☐ NO ☐

If yes, please specify.

18. Do you have frequent or severe headaches? YES ☐ NO ☐

19. Have you ever had a seizure? YES ☐ NO ☐

20. Have you ever had a sting, burn or pinched nerve? YES ☐ NO ☐

21. Have you ever been dizzy or passed out in the heat? YES ☐ NO ☐

22. Have you ever had heat stroke or muscle cramps? YES ☐ NO ☐

23. Do you have trouble breathing or do you cough during or after activities? YES ☐ NO ☐

24. Do you have asthma and/or use an inhaler? YES ☐ NO ☐

25. Do you use any special protective or corrective equipment? YES ☐ NO ☐

26. Have you had any problems with your eyes or vision? YES ☐ NO ☐

If yes, please specify:

27. Within the past 2 years, have you had a fracture, dislocation or severe sprain?

HEAD YES ☐ NO ☐

WRIST YES ☐ NO ☐

HIP YES ☐ NO ☐

NECK YES ☐ NO ☐

HAND YES ☐ NO ☐

KNEE YES ☐ NO ☐

SHOULDER YES ☐ NO ☐

BACK YES ☐ NO ☐

SHIN/CALF YES ☐ NO ☐

ELBOW YES ☐ NO ☐

CHEST YES ☐ NO ☐

ANKLE YES ☐ NO ☐

FOREARM YES ☐ NO ☐

THIGH YES ☐ NO ☐

FOOT YES ☐ NO ☐

If yes, please specify:



The Commonwealth of Massachusetts
 Executive Office of Health and Human Services
 Department of Public Health
 250 Washington Street, Boston, MA 02108-4619

CHARLES D. BAKER
Governor

KARYN E. POLITO
Lieutenant Governor

MARYLOU SUDDERS
Secretary

MONICA BHAREL, MD, MPH
Commissioner

**PRE-PARTICIPATION HEAD
 INJURY/CONCUSSION REPORTING FORM
 FOR EXTRACURRICULAR ACTIVITIES**

This form should be completed by the student's parent(s) or legal guardian(s). It must be submitted to the Athletic Director, or official designated by the school, *prior* to the start of each season a student plans to participate in an extracurricular athletic activity.

Student's Name	Sex	Date of Birth	Grade
School		Sport(s)	
Home Address			Telephone

Has student ever experienced a traumatic head injury (a blow to the head)? Yes _____ No _____

If yes, when? Dates (month/year): _____

Has student ever received medical attention for a head injury? Yes _____ No _____

If yes, when? Dates (month/year): _____

If yes, please describe the circumstances: _____

Was student diagnosed with a concussion? Yes _____ No _____

If yes, when? Dates (month/year): _____

Duration of Symptoms (such as *headache, difficulty concentrating, fatigue*) for most recent concussion: _____

Parent/Guardian:

Name: _____ Signature/Date _____
 (Please print)

Student Athlete:

Signature/Date _____



The Commonwealth of Massachusetts
 Executive Office of Health and Human Services
 Department of Public Health
 250 Washington Street, Boston, MA 02108-4619

CHARLES D. BAKER
 Governor

KARYN E. POLITO
 Lieutenant Governor

MARYLOU SUDDERS
 Secretary

MONICA BHAREL, MD, MPH
 Commissioner

**REPORT OF HEAD INJURY DURING
 SPORTS SEASON**

This form is to report head injuries (other than minor cuts or bruises) that occur during a sports season. It should be returned to the athletic director or staff member designated by the school and reviewed by the school nurse.

For Coaches: Please complete this form immediately after the game or practice for head injuries that result in the student being removed from play due to a *possible* concussion.

For Parents/Guardians: Please complete this form if your child has a head injury outside of school related extracurricular athletic activities.

Student's Name	Sex	Date of Birth	Grade
School		Sport(s)	
Home Address			Telephone

Date of injury: _____

Did the incident take place during an extracurricular activity? ____ Yes ____ No

If so, where did the incident take place? _____

Please describe nature and extent of injuries to student:

For Parents/Guardians:

Did the student receive medical attention? yes ____ no ____

If yes, was a concussion diagnosed? yes ____ no ____

I HEREBY STATE THAT TO THE BEST OF MY KNOWLEDGE, MY ANSWERS TO THE ABOVE QUESTIONS ARE COMPLETE AND CORRECT.

Please circle one: Coach or Marching Band Director

Parent/Guardian

Name of Person Completing Form (please print): _____

Signature _____

Date _____

Concussion Progression Worksheet

EHS Athletic Training
100 Elm Street • Everett, MA 02149
617-394-2490 Fax: 617-389-5841

NAME: _____ GRADE: _____ SPORT: _____

DATE OF CONCUSSION: _____

PHYSICIAN: _____

DATE OF APPOINTMENT/FOLLOW UP VISIT

1. DATE: _____ DAY: _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

2. DATE: _____ DAY: _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

3. DATE: _____ DAY: _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

• **DATE:** _____ **DAY:** _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

4. DATE: _____ **DAY:** _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

5. DATE: _____ **DAY:** _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____

6. DATE: _____ **DAY:** _____

NOTES: (Use back of this form if necceseary)

ACT SIGNATURE: _____



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health

**POST SPORTS-RELATED HEAD INJURY
 MEDICAL CLEARANCE AND
 AUTHORIZATION FORM**

The student must be completely symptom free at rest, during exertion, and with cognitive activity prior to returning to full participation in extracurricular athletic activities. Do not complete this form until a graduated return to play plan has been completed and the student is found to be symptom free at rest, during exertion and with cognitive activity.

Student's Name	Sex	Date of Birth	Grade
----------------	-----	---------------	-------

Date of injury: _____ Nature and extent of injury: _____

Symptoms following injury (check all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Nausea or vomiting | <input type="checkbox"/> Headaches | <input type="checkbox"/> Light/noise sensitivity |
| <input type="checkbox"/> Dizziness/balance problems | <input type="checkbox"/> Double/blurred vision | <input type="checkbox"/> Fatigue |
| <input type="checkbox"/> Feeling sluggish/"in a fog" | <input type="checkbox"/> Change in sleep patterns | <input type="checkbox"/> Memory problems |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Irritability/emotional ups and downs | <input type="checkbox"/> Sad or withdrawn |
| <input type="checkbox"/> Other _____ | | |

Duration of Symptom(s): _____ Diagnosis: ☐ Concussion ☐ Other: _____

If concussion diagnosed, date student completed graduated return to play plan without recurrent symptoms: _____

Prior concussions (number, approximate dates): _____

I HEREBY AUTHORIZE THE ABOVE NAMED STUDENT FOR RETURN TO EXTRACURRICULAR ATHLETIC ACTIVITY

Practitioner signature: _____ Date: _____

Print Name: _____

☐ Physician ☐ Licensed Athletic Trainer ☐ Nurse Practitioner ☐ Neuropsychologist ☐ Physician Assistant

License Number: _____

Address: _____ Phone number: _____

Name of Physician providing consultation/coordination/supervision (if not person completing this form; please print): _____

I ATTEST THAT I HAVE RECEIVED CLINICAL TRAINING IN POST-TRAUMATIC HEAD INJURY ASSESSMENT AND MANAGEMENT APPROVED BY THE DEPARTMENT OF PUBLIC HEALTH* OR HAVE RECEIVED EQUIVALENT TRAINING AS PART OF MY LICENSURE OR CONTINUING EDUCATION.

Practitioner's initials: _____

Type of Training: ☐ CDC on-line clinician training ☐ Other MDPH approved Clinical Training ☐ Other
 (Describe) _____

* MDPH approved Clinical Training options can be found at: www.mass.gov/dph/sports concussion

This form is not complete without the practitioner's verification of such training.

APPENDIX F

**TITLE IX SEXUAL HARASSMENT PROCEDURE
AND GRIEVANCE PROCESS**

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

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

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

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

DEFINITIONS**Complainant**

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

Respondent

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

Actual Knowledge

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

Formal Complaint

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

Retaliation

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

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

Supportive Measures

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

Supportive measures shall be designed to restore or preserve equal access to the education program or activity

without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment.

Supportive measures may include, but are not limited to:

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

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

Sexual Harassment

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

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

Title IX Coordinator

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

[Francesse J. Canty, Esq.](#)

Director of Human Resources

Telephone: 617-394-2400 ext. 6175

Everett Public Schools

121 Vine Street

Everett, MA 02138

COMPLAINT PROCEDURE

General Complaint

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

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

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

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

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

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

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

Administrative Leave

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

Receipt of Formal Complaint

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

1. If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign the formal complaint and start an investigation despite the complainant's preference.
2. When actions limited to supportive measures are not a sufficient response to the behavior; and
3. When safety or similar concerns lead the District to conclude it must investigate and potentially sanction a respondent (i.e. if respondent is a supervisor);
4. And where state law requires action.

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

Dismissal of Formal Complaint

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

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

Timeframes

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

1. Good cause may include, but is not limited to:
2. The absence of a party, a party's advisor or a witness.
3. Concurrent law enforcement activity.
4. Need for language assistance or accommodation of disabilities.

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

Consolidation of Title IX Formal Complaints

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

Complaint Investigation

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

Notice Requirements

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

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

Informal Resolution Process

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

The Investigation

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

When investigating a formal complaint, the investigator shall:

1. Gather evidence and conduct interviews sufficient to reach a written determination.
2. Objectively evaluate all available evidence, including inculpatory and exculpatory evidence.
3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

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

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

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

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

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

Written Findings (Decision Maker)

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

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

Relevant questions for a party or witness must be submitted by each party within three (3) school days following receipt of the investigative report. Follow-up questions must be submitted by each party within three (3) school days of being provided the answers to the initial questions. The decision-maker shall explain to the party proposing the questions about any decision to exclude a question as not relevant.

Written Determination

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

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

Appeal Process

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

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

1. A procedural irregularity that affected the outcome of the matter.
2. New evidence that that could affect the outcome was not reasonably available at the time the decision to dismiss or determination of responsibility was made.
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the individual complainant or respondent or for or against complainants or respondents generally that affected the outcome of the matter.
4. Written notice of a party's appeal shall be submitted to the Title IX Coordinator within five (5) school days after the date of the written determination. Notice of appeal shall include a brief statement describing the basis for the appeal.

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

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

The appeal decision shall be final.

Recordkeeping

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

Complaints to External Agencies

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

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

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

APPENDIX C

EVERETT PUBLIC SCHOOLS' PREGNANCY POLICY

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

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

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

Everett Public School students cannot be expelled, suspended, or otherwise excluded from any academic or extracurricular program, or be required to participate in school programs, solely on the basis of the students' pregnancy, childbirth, pregnancy recovery or termination, conditions related to pregnancy, or marital or parental status.

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

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

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

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

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

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

APPENDIX H

EVERETT PUBLIC SCHOOLS' POLICY ON NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY**Creating a Safe and Supportive School Environment
Nondiscrimination on the Basis of Gender Identity**

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

Purpose

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

This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

Scope

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

, Harassment, and Discrimination

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

Safe and Supportive School Environment

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

APPENDIX I

POLICY ON PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

School Committee Policy: Parental/Guardian Notification Relative To Sex Education — In accordance with General Laws Chapter 71, Section 32A, the Everett School Committee has adopted this policy on the rights of parents/guardians and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Everett Public School's human sexuality education program, including HIV/AIDS (Acquired Immune Deficiency Syndrome) and sexually transmitted infection prevention, will continue this year as it has in the past. Human Immunodeficiency Virus (HIV) infection, which causes AIDS, is a disease that most often strikes young people, both men and women, in the peak of their lives. We know that many teenagers are at high risk for acquiring HIV and other sexually transmitted infections; therefore, students need to know which behaviors place them at higher risk.

The school is protecting your children's health by providing students in the Health & Wellness Class and in elective courses such as Making Life Choices, Parenting Skills, Boys' Health Issues, Girls' Health Issues, Nutrition and Wellness, Empowering Youth in our Community and Health Care Skills with basic information about the nature of HIV disease, how it is spread and how to prevent infection. Our program stresses abstinence and not abusing injectable drugs as the only sure way to prevent this disease. Education is the best way to help stop the spread of this disease, and our program teaches all methods of prevention. In addition, we are very interested in teaching about adolescent pregnancy prevention. As part of this education, all students' questions will be answered in a factual way.

In a number of schools, youth risk behavior and other relevant student surveys may be conducted at the middle and high school levels to help determine the need and effectiveness of health education programming. We need to know whether what we teach is making a difference in student behaviors. If you have any questions about these surveys or would like to review any Health Education materials, you may contact the principal of your child's school for more information.

We believe that taking part in this educational program is most important. However, if you do not want your son/daughter to participate in the human sexuality education and HIV/AIDS prevention programs, or associated surveys, please write the principal of your son's/daughter's school to let him/her know of your decision. Students who are exempted will not be penalized academically. Your decision will be honored.

Thank you for your cooperation with this important educational program. We look forward to working with you to insure continued, expanded AIDS and sexuality education efforts in our city's schools.

APPENDIX J

RELEASE OF STUDENT INFORMATION FORM**Dear Student/Parent/Guardian:**

Under federal and state student records laws and regulations, Everett High School may release for publication certain "directory" information concerning your child from time to time without first obtaining your consent, unless you indicate now that we should not do so. The information that may be released includes only the following:

You child's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height if a member of an athletic team, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.

In addition, the school periodically releases photographs of students, individually or in a group, in connection with their participation in athletics or other school-sponsored activities.

If you DO NOT wish this information or your child's photograph to be released for publication during the school year, please sign below and return to us by

Sincerely yours,
Erick Naumann
Principal

My signature verifies that I DO NOT want said information released.*

Signature of Student
 or Parent/Guardian: _____

Student's Name: _____

Date: _____ Student's Room Number: _____

*** This form may be signed by a student or former student of fourteen years of age or older, or a student in the ninth grade or above, or a parent/guardian.**

APPENDIX K**RESPONSIBLE USE POLICY FOR TECHNOLOGY****PURPOSE**

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

AVAILABILITY

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

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

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

RESPONSIBLE USE

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

MONITORED USE

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

LIABILITY

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

ADMINISTRATIVE PROCEDURES FOR IMPLEMENTATION

1. Commercial use of the system/network is prohibited.
2. The district will provide training to users in the proper use of the system/network.
3. The district will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the district system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Account names will be recorded on access agreements and kept on file at the building level.
8. Initial passwords must be changed upon access.
9. Passwords are confidential. All passwords shall be protected by the user and not share or displayed.
10. Students completing required course work will have first priority for after school use of equipment.
11. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the

building(s) under their control.

12. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.
13. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
14. Principals or their designee shall be authorized to monitor or examine all systems activities, including electronic mail transmissions to ensure proper use of electronic resources.
15. Principals or their designee shall be responsible for establishing appropriate retention and backup schedules.
16. Principals or their designee shall be responsible for establishing disk usage limitations, if needed.
17. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
18. The system/network may not be used for illegal purposes, In support of illegal activities, or for any activity prohibited by district policy.
19. System users shall not use another user's account.
20. System users should purge electronic information according to district retention guidelines.
21. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, district policy and administrative procedures.
22. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
23. Any malicious attempt to harm or destroy equipment, materials, data or programs is prohibited.
24. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
25. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software and system restoration.
26. Forgery or attempted forgery is prohibited.
27. To read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
28. Use appropriate language; swearing, vulgarity, ethnic or racial slurs and other inflammatory language is prohibited.
29. Sending and receiving electronic messages, while pretending to be someone else is prohibited.
30. Transmitting or viewing obscene material is prohibited.
31. Revealing personal information (address, phone numbers, etc.) is prohibited.
32. The district will cooperate fully with local, state, or federal officials in all investigations concerning or relating to misuse of the district's system/network.

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

APPENDIX L

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

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

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

General Usage

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

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

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

Consequences of Prohibited Use

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

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

2nd Offense = Laptop, netbook, tablet computer, MID or cellular phone will be confiscated until the end of the day, when the student's parent/guardian must retrieve it.

3rd Offense = Loss of laptop, netbook, tablet computer, MID or cellular phone privileges for a period of time as decided by School Administration on a case by case basis.

Laptop/Netbook/MID/Cellular Phone Security Risks

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

Student Responsibility

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

Students who bring a laptop, netbook, tablet computer, MID or cellular phone to school assume total responsibility

for said equipment. Laptops, netbooks, tablet computers, MIDs or cellular phones that are stolen or damaged are the responsibility of the student and their parents/guardians or guardians.

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

Physical Security

Users should take the following physical security preventative measures.

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

Access Control and Authentication

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

Technology Consent Form

This user agreement must be renewed each academic year.

USER'S NAME: _____ DATE: _____

SCHOOL: _____ GRADE LEVEL: _____

STUDENT

I have read the district's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment and criminal prosecution.

STUDENT SIGNATURE: _____

PARENT/GUARDIAN/SPONSOR

I have read the Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the Everett Public School's system/network and in consideration for having access to the public networks, I hereby release the Everett Public Schools, its operators and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the Everett Public School's policy and administrative procedures.

I give permission for the student named above to participate in the Everett Public School's system/network.

Parent/Guardian/Sponsor Signature: _____

Acceptable Use and Care Policy For Tablets (Chromebooks/iPads)

Introduction

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

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

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

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

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

Students and parents are responsible to:

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

For additional information contact the Everett Public Schools' Technology Department at 617-394-2490, Ext. 6991.

1.0 TABLET ACCEPTABLE USE

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

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

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

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

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

2.0 TABLET DISTRIBUTION

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

2.1 TABLET RETURN

Tablets will be returned to Everett Public Schools before the end of each school year on a date to be determined by final exams. Students who transfer, withdraw, are suspended or expelled from Everett Public Schools must surrender their Tablet upon termination of enrollment or the last day of attendance, whichever comes first.

2.2 CHECK-IN FINES

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

3.0 TABLET USE

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

3.1 GENERAL PRECAUTIONS

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

3.2 TABLET REPAIR

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

3.3 TABLETS LEFT AT HOME OR UNDERGOING REPAIR

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

3.4 TABLET AND E-MAIL PASSWORDS

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

3.5 PRINTING

Printing may or may not be available with the Tablet. Students will be given information and instructions on printing from the Tablet as it becomes appropriate.

3.6 HOME INTERNET ACCESS

Students are allowed to set up wireless networks on their Tablets to assist them with Tablet use while at home.

4.0 PROHIBITED STUDENT ACTIVITIES

Illegal installation or transmission of copyrighted materials and/or the use of chat rooms, sites selling term papers, book reports and other forms of plagiarized work are strictly prohibited. See Tablet Care and Use Guide for additional information.

TABLET SECURITY**5.1 TRACKING**

Tablets that are stolen must be reported immediately to the appropriate school staff and the appropriate claims filed with the local law enforcement agency or police department. A claim should be filed at the opening of the next business day.

EPS employs a security system to assist with keeping track of valuable electronic devices such as the Tablets issued to students and teachers. Tablet security will provide EPS with device location information to assist in theft recovery, and will provide EPS with usage analytics that provide up-to-date student and teacher activity tracking.

5.2 DAMAGE

Students must notify a staff member in the event that their Tablet is lost or damaged. A damage report must be filed for these occurrences:

- Accidental damage, including drops/liquid spills, liquid submersion.
- Theft and/or vandalism (by someone other than a Everett Public School student).
- Fire, flood damage, natural disasters.
- Power surges due to lightning or natural disaster(s).

A damage report must be filed immediately and no later than two (2) school days after an incident. After the damage report is filed, the student may be issued another Tablet.

Students will be held responsible for ALL intentional damage to their Tablets including, but not limited to the following: broken screens, cracked keyboards, and damage to internal components. Should the repair cost exceed the cost of purchasing a new device, the student will pay the full replacement value. For lost items such as cables, students may be charged the actual replacement cost.

5.3 PERSONAL HOME OR HOMEOWNER INSURANCE COVERAGE

Students may not use a parent/guardian's personal insurance plan to protect the Tablet in cases of theft, loss, or accidental damage.

Tablet Acceptable Use Policy Acknowledgment

Tablet Acceptable Use Policy Acknowledgment

I have read, understand, and agree to abide by the policies and procedures detailed in the Everett Public School Tablet Acceptable Use Policy.

I hereby release Everett Public Schools, EPS, and all associated personnel from any and all claims and damages of any nature arising from my child's use of, or inability to use the school technology including, but not limited to, claims that may arise from the unauthorized use of the Tablet to purchase products or services.

I understand that it is impossible for Everett Public Schools to restrict access to all controversial materials, and I will not hold the school responsible for materials, products, and/or services accessed on the network. I also agree to report any inappropriate Tablet use to the school administration.

I accept full responsibility for my child's use of technology outside the school setting. Also, I understand that my child, when he/she is using the EPS Tablet, is subject to the (1) Tablet Acceptable Use Policy and (2) the Everett Public Schools Student General Device Guidelines while in school and while not in school.

I understand that the technology resources in the Everett Public Schools are provided for the purpose of supporting the educational mission of the school to provide all students with a quality education that supports success in an ever-changing world.

The Everett Public School's goal in providing the Tablet is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and mobile learning.

By signing this acknowledgment form I accept full responsibility for the care, protection, and use of the Tablet issued to my child by the Everett Public Schools.

Student Name (Print)

Homeroom #

Student Name (Sign)

Date

Parent/Guardian Name (Print)

Phone

Parent/Guardian Name (Sign)

Date

APPENDIX M

POLICY ON TEEN DATING VIOLENCE

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

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

Goal

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

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

General Statement of Policy

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

Application

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

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

Factors which affect whether a dating relationship is substantive depend upon the length of the relationship, the frequency of interaction, and the length of time since the end of the relationship, if applicable. Abusive teen dating relationships generally exhibit a pattern.

The United States Department of Justice defines teen dating violence as “the perpetration or threat of an act of violence by at least one member of an unmarried couple to the other member within the context of dating or courtship.” Young women, including lesbians often hide dating violence because they are inexperienced in dating, do not want to tell parents, have romantic views of love, and are pressured by peers to have relationships. The female often thinks that the boyfriend’s jealousy, possessiveness, and abuse are romantic. The male in the relationship feels he has the right to control and possess the female partner.

At that time, an adolescent may think that possessive jealousy and controlling behavior is loving devotion. Some common clues that a teenager is in an abusive relationship are physical signs of injury, truancy, falling grades, use of drugs and alcohol, and changes in mood.

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

Behaviors Not Allowed

Verbal/Non-verbal/Written Behaviors

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

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

Physical Behaviors

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

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

Sexual Behaviors

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

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

Other Behaviors

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

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

Teenage Dating Violence Policy

Everett Public Schools Incident Reporting Form

Name: _____ **Date:** _____

School: _____ **Homeroom:** _____

Check your personal status:

_____ Victim _____ Alleged Perpetrator _____ Anonymous witness

Name of Alleged Perpetrator _____

Name of Victim _____

Name of Witness(s) _____

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

(Use back of this page if necessary)

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

(Use back of this page if necessary)

How do you think this matter can be remedied?

(Use back of this page if necessary)

Signature of Victim: _____

Signature of Alleged Peretrator: _____

Signature of Witness: _____

Reporting Staff: _____

Signature: _____

Course of action: _____

Parents contacted: _____ Date: _____

Police contacted: _____ Date: _____

Signature: _____

APPENDIX N

HOMELESS POLICIES AND PROCEDURES**WHAT HOMELESS FAMILIES NEED TO KNOW**

- Mr. Charles Obremski, Assistant Superintendent of Operations, is the Homeless Liaison for students and families in the Everett Public Schools.
- Children and youth experiencing homelessness have the right to attend school.
- A permanent address is not needed to enroll in school.
- Children in homeless situations have the right to stay in the school they attend before becoming homeless or where they last enrolled (school of origin) if the parent or guardian so chooses.
- Schools must provide a written explanation if a placement dispute occurs; parents/guardians may contact the District's Homeless Liaison.
- A homeless child cannot be denied school enrollment just because school records or other enrollment documentation are not immediately available and must be enrolled immediately.
- A homeless child has the right to participate in extracurricular activities and summer programs and all federal, state, or local programs for which he/she is eligible
- A homeless child is entitled to free breakfast and lunch, transportation assistance and to receive Title I services.
- Unaccompanied youth, homeless youth not living with parent(s) or guardian(s), have these same rights.

MCKINNEY-VENTO

McKinney-Vento Definition of Homeless

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

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

HOMELESS POLICY FOR MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANT ACT**PURPOSE**

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

DEFINITION

EPS is in compliance with the Massachusetts Department of Elementary and Secondary Education (MADESE) which has adopted Section 725 (2) of Act regarding the definition of homeless children and youth:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), and institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are sharing the housing of other persons due to loss of housing economic

hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals

- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Unaccompanied youth – a youth not in the physical custody of a parent or guardian.

LIAISONS

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

ENROLLMENT

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

TRANSPORTATION

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

ACCESS TO COMPARABLE SERVICES

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

ACCESS TO PRESCHOOL

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

STUDENT RECORD INFORMATION

- Living arrangements are protected as student record information.

DISPUTE RESOLUTION

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

UNACCOMPANIED YOUTH & CHILDREN AND YOUTH IN STATE CARE OR CUSTODY

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

EVERETT COMMUNITY RESOURCES FAMILIES IN NEED

1. Massachusetts Department of Transitional Assistance (food, job and cash assistance and emergency shelter) 617-629-1400
2. Shelter for Battered Women and Their children: Emergency Line: 617-661-7203, General Information: 617-354-2676
3. CASPAR Emergency Service Center (assistance for homeless men and women with addiction to drugs and/or alcohol) 617-661-0600
4. Just a Start Community Development Corporation (transitional housing and tenant/landlord mediation) 617-494-0444
5. Massachusetts HEATLINE (fuel assistance) 1-800-632-8175
6. Youth Harbors 617-270-3934
7. City of Everett Human Services Department 617-394-2260
8. Everett Boys and Girls Club 857-363-2611

APPENDIX O

FOSTER CARE POLICY

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

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

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

- Foster Care students have a right to either remain in their school of origin unless it is determined not to be in the student's best interest. Everett Public Schools will make school placement determinations on the basis of the "best interest" of the foster child or youth based on student-centered factors.
- Students who choose to remain in their school of origin have the right to remain there in that school either for the duration of the student's time in foster care or until the student completes all the grades in that school. The Foster Care Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

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

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

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

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

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

APPROVED BY THE SCHOOL COMMITTEE ON MARCH 15, 2021

Everett Community Resources Families in Need

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

APPENDIX P

**POLICY ON STUDENT PARTICIPATION
IN EXTRACURRICULAR ACTIVITIES**

Extracurricular activities, including playing intramural sports are a key part of the school experience and have an immense and lasting impact on a student's life. Among its many benefits, participation in extracurricular athletic activities promotes socialization, the ability to develop a talent or interest, the development of leadership skills, focus, and physical fitness.

It is the policy of the Everett Public Schools to encourage students to participate in extracurricular activities offered for their grade level, in the school that they attend.

Participation is not restricted by a student's race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness, handicap and/or disability.

Although the Everett Public Schools strives to allow all students the opportunity to participate, some activities, particularly sports activities, may require a level of skill or ability for participation; This means that not every student is guaranteed a spot on an athletic team for which students must try out.

The goals of the extracurricular activity program are for students to:

- Enjoy participation and achieve personal success
- Strive for personal bests, make commitments, set goals, and follow through with responsibilities
- Participate in a program in a safe environment and under the direction of knowledgeable, caring and trained personnel
- Develop creativity and provide opportunities to practice skills

Participation in extracurricular activities will enable students to extend learning, develop positive attitudes, increase self-esteem, enjoy positive social interactions, and broaden their fitness and leisure horizons.

APPENDIX Q

SUBSTANCE USE AND PREVENTION POLICY**INTRODUCTION:**

The Everett Public Schools is committed to promoting an atmosphere of safety, respect, and caring for all students, staff members, and visitors to the school that is conducive to teaching and learning. Each school principal or person who holds a comparable position shall be responsible for the implementation and oversight of the Substance Use and Prevention Policy at his or her school. An Act Relative to Substance Use, Treatment, Education and Prevention was signed into law on March 14, 2016, as Chapter 52 of the Acts of 2016.

This Policy includes information about the following areas as prescribed under Chapter 52:

- Clearly Defined Goals
- Involvement of all stakeholders
- Communication
- Curriculum Implementation
- Enforcement Provisions
- Treatment Opportunities
- Timetable for periodic review

POLICY GOALS:

The Everett Public Schools recognizes its responsibility in establishing and implementing goals regarding use and prevention of substance abuse. The goals are in observance of the six elements of a Safe and Supportive Schools Framework in the following areas:

I) Leadership

District leadership is essential in developing and implementing effective substance use prevention and abuse education policies in order to maintain a safe and supportive learning environment. In adopting or updating policies, the school committee will work in conjunction with district and school leaders in developing clearly defined goals to prevent and address substance use and abuse among youth. This leadership will result in strong links between identified local needs and prevention program/system designs. Such topics will be the project of the District-wide Leadership Committee on Substance Abuse and Prevention. Members will include the Superintendent, an Assistant Superintendent, a combination of Principals and Assistant Principals, the Director of Guidance and representatives of guidance and health teachers and regular classroom teachers. Policy will be reviewed annually.

II) Professional Development

Comprehensive substance use prevention programs involve the use of multiple strategies that include education and training; social competence skill development; social norms with expectations for behavior; policies, procedures and protocols; and problem identification and referral services. Through the scope of work of the District Team, district and school administrators play a key role in setting protocols for implementing and referral services.

Everett will provide training, so that all school staff know district policies, procedures, and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse. All faculty and staff will be provided training on the early warning signs and behaviors that indicate a student may be experiencing substance use problems, and will be aware of building-based referral systems and other protocols to follow. Staff who are responsible for implementing substance use prevention curricula have been provided with specific training and professional development on implementing evidence-based programs and effective strategies for preventing substance use.

III) Access to resources and services

Faculty and staff see students on a daily basis and often recognize changes in student performance, demeanor, and appearance that indicate a student may be at risk. School staff can play a key role in identifying and referring students with substance use related problems and working with their families. Educators and school counseling personnel will work in collaboration with substance use counseling professionals and mental health specialists to meet the needs of those students most at risk.

School counseling personnel have access to information and strategies necessary to facilitate referrals to community services for the wide variety of mental health problems that students experience, including substance use. The Everett Public Schools will establish a resource list for the network of services available through the agencies in our area.

Collaboration between schools and community behavioral health providers will address student-specific issues, including interventions such as small group, individual supports, and school re-entry plans. These efforts can support school staff including consultation on general as well as student-specific challenges and plans for school and community provider responses when necessary.

IV) Academic and non-academic strategies

Integrating substance use prevention and education into schools is one of the easiest ways to reach youth and young adults. Everett Public Schools has implemented evidence based substance abuse prevention curriculum for grades K to 12. These programs are currently in practice in the Everett Public Schools and are developmentally appropriate. Additionally, they demonstrate cultural competency.

- Healthsmart.com K-12
- Life Skills 3-12
- Rx for Understanding: Preventing Prescription Drug Abuse Curriculum
- Healthy ME- Street Smart K-12

Moreover, the Everett Public Schools has school-based mental health professionals, who work directly with young people who are identified as being at risk. At least one adult in every school will be designated as the point of contact and support for students who are considered to be at risk.

V. Policies and protocols

ALCOHOL AND CONTROLLED SUBSTANCE USE:

(As it appears in the Everett Public Schools Teacher and Student Handbook)

It is important to provide and maintain a safe and caring learning environment that is free of alcohol and drugs for students. The school district's approach to cases of students who are or may be using or abusing alcohol or controlled substances is one of compassion and judicious handling in order to facilitate the swift rehabilitation of the student. If a teacher suspects that a student is under the influence of alcohol or drugs in school, the teacher should report the matter immediately to the Principal's office.

If a staff member suspects a student of using or abusing alcohol or drugs, the following procedures apply:

- The student will be referred to the school nurse. After speaking to the student, if the nurse determines that physical symptoms may be present, the nurse will consult with the student's guidance counselor concerning the case. If the school nurse and the guidance counselor agree that it is in the best interest of the student, the student's parents will be notified so that appropriate action may be taken. (Testing is suggested within twenty-four (24) hours.)
- If it is believed that the student is not in possession of alcohol or drugs in school, but appears to be using or abusing alcohol or drugs outside of school, School personnel will discuss the matter with the student's parents and explore the possibility of directing them to a counseling or referral agency that can assist the student with his or her needs. (If the student is found to be in possession of alcohol or a controlled substance in school, on school grounds or at a school-related or school-sponsored activity, he or she will be subject to disciplinary action and possible referral to law enforcement officials.)

When a Student Returns to School:

A student who has entered a treatment program will be readmitted to school when he or she submits a statement from a physician, certifying the student is free from alcohol and/or controlled substances and is physically fit to return to school, or when the administration of the Everett Public Schools makes a determination that the student may return.

It is strongly advised that, when a student returns to school, he or she become involved in a series of conferences with his or her guidance counselor on a weekly basis.

Pending the development or availability of a substance abuse program and upon readmission to the school, the student may be assigned to an in-house drug awareness program for a number of hours as determined by the Principal or Vice Principal.

VI. Collaboration with Families

Since 2014, Mass. Gen. Laws c. 71, s. 96 has required each public school to have policies regarding substance use prevention and the education of its students about the dangers of substance abuse, to notify students' parents or guardians about the policies, and to post the policies on the school's website.

The Everett Public Schools adheres to the philosophy that families are essential partners in schools' efforts to prevent substance use. Parental input, particularly from parents of students with substance related-problems, helps identify and prioritize the needs of the school community.

Everett Public Schools emphasizes the importance of school-community-home collaborations in weaving together the resources for comprehensive, multifaceted approaches to preventing substance use and abuse. Providing parents/guardians with information regarding the district's and school's substance use prevention and abuse education policies is critical, as they play a key role in their success. Everett Public Schools will inform parents/guardians about the district's substance use prevention and abuse education policies on an annual basis.

The policy will be posted on the district website. The Student handbooks will also contain information on district policies, procedures and protocols. This information will also be made available to the Parent Teacher Associations/Organizations, School Councils and other related programming. Materials will be easily understandable and culturally appropriate.

Evidence-based prevention curricula containing an education component specifically designed for parents/guardians and other actively involved family members will be developed through the Health Department. This outreach can help parents/guardians and family members to keep students safe from substance use, by modeling skills and attitudes at home, thereby supporting the prevention component of the school initiative. Effective programming will involve parents/guardians through regular activities and by using more than one approach.

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

APPENDIX R

NASAL NARCAN POLICY**PURPOSE**

To establish guidelines and regulations governing utilization of the Nasal Narcan administered by the Everett Public Schools. The objective is to treat Opioid Overdoses and reduce fatal Opioid Overdoses.

POLICY

It is the policy of the Everett Public Schools that non-medical trained staff who will be administering Nasal Narcan are properly trained in the use and deployment of the Nasal Narcan according to the laws of the Commonwealth of Massachusetts.

PROCEDURE

A. The Everett Public Schools will deploy the Nasal Narcan kit in the following primary locations:

- Principal's Office
- Nurse's Office
- After School Program Office
- Trainers Office at Everett High School

NOTE: Nasal Narcan may be damaged by extreme temperatures, both high and low. Due to this fact, consideration should be given to storing the Narcan in a cool area.

B. Nasal Narcan Coordinator: The Superintendent of Schools has designated Mr. Charles F. Obremski, Assistant Superintendent of Business Affairs, as the Nasal Narcan Coordinator.

The Principal/Head Teacher shall be responsible for the following:

- Ensuring the Nasal Narcan is current and not expired.
- Proper and efficient deployment of Nasal Narcan.
- Replacement of any Nasal Narcan that is either damaged, unusable, expired or deployed.
- Ensuring all personnel that will be using Nasal Narcan has received appropriate training in such.
- Ensure that any deployment of Nasal Narcan to a subject will have corresponding report documenting such deployment.

C. NASAL NARCAN USE

When using the Nasal Narcan Kit trained employees will maintain universal precautions, perform patient assessment; determine unresponsiveness, absence of breathing and or pulse. Employees will call 911 in a potential overdose state. Employees shall follow the protocol as outlined in the Nasal Narcan training.

1. Employees Narcan Deployment Protocol:

- Identify and assess victim for responsiveness, pulse and status of breathing
- If no pulse, initiate CPR and AED as per normal protocol; notify incoming EMS
- If pulse is present and the victim is unconscious, assess breathing status
 - If breathing is adequate (>8 per minute, no cyanosis) and no signs of trauma, place in the recovery position
 - If breathing is decreased or signs of low oxygen (cyanosis) and overdose is suspected (based on history, evidence on scene, bystander reports, physical examination) then proceed with narcan administration
- Retrieve Narcan kit
- Assemble kit
- Administer a maximum of 1mg in each nostril for a total of 2mg, using the mucosal atomizer device
- Initiate breathing support with pocket mask, bag-valve-mask and oxygen if available.
- If no response after 3-5 minutes and a second dose of naloxone is available, repeat the administration
- Continue to monitor breathing and pulse – if breathing increases and there is no evidence of trauma, place in the recovery position
- If at any time pulses are lost, initiate CPR and AED as per normal protocol
- Keep responding EMS advised of patient status when able to do so
- Give full report to EMS when they arrive
- Complete documentation and internal department procedures for restocking and notification

NOTE: When an employee deploys nasal Narcan and it results in a resuscitation of an overdose victim, that employee should ensure that person receives appropriate follow-up care. The effects of Narcan only last for a limited period of time and the person may experience another opiate overdose when the effects of the Narcan wear off. As such, every effort should be made to encourage that person to be transported to the hospital for additional care. If the person refuses additional care, the employee should ensure that person is taken to a medical facility by ambulance. Furthermore, the employee should accompany the ambulance personnel for their safety. Local police and EMT procedures should not be otherwise circumvented as a result of this protocol.

SEE: *Barna v. City of Perth Amboy*, 42 F.3d 809, 820 (3rd Cir. 1994)(citing *Terry v. Ohio*, 392 U.S. 1, 16 (1968) and *State v. Edmonds*, 211 N.J. 117, 132 (2012)(citing *State v. Frankel*, 179 N.J. 586, 599 (2004) which stated “(1) the officer had an objectively reasonable basis to believe that an emergency requires that he provide immediate assistance to protect or preserve life, or to prevent serious injury’ and (2) there was a ‘reasonable nexus between the emergency and the area or places to be searched.’ Also, SEE: *Morey v. Palmer*, 232 N.J. Super, 144, 153 (App. Div. 1989); *Barna*, supra, 42 F.3d at 820 which held that when a person is so “intoxicated” that they appear to the officer to be “incapacitated,” the officer not only has the discretion but the duty to transport the incapacitated person to a hospital¹ with reference to N.J.S.A. 26:2B-16.

D. MAINTENANCE/REPLACEMENT

- An inspection of the Nasal Narcan kit shall be the responsibility of the personnel assigned the equipment and will be conducted each day.
- Missing or damaged Nasal Narcan kit(s) will be reported directly to the Nasal Narcan Coordinator.
- Where any condition that necessitates the Nasal Narcan kit to be taken off line or be submitted for replacement this information shall be directed to the Nasal Narcan Coordinator. It should be noted that Narcan has an expiration date per the manufacturer. As such, all personnel assigned Narcan shall be responsible for checking the expiration date of the product. If expired, the Nasal Narcan Coordinator shall be notified as soon as possible.
- Replacement: The Nasal Narcan Coordinator shall be responsible for replacing the Nasal Narcan and ensure the employee has an adequate supply available.

E. DOCUMENTATION/NASAL NARCAN REPORT:

Upon completing the medical assist, the employee shall submit a report detailing the nature of the incident, the care the patient received and the fact that the Nasal Narcan was deployed. The report will be forwarded to the Nasal Narcan Coordinator and after approval forwarded to the Police Department, Fire Department and Board of Health. These records must be completed for statistical value and tracking of the Nasal Narcan deployments.

APPENDIX S

INCLUSIVE CURRICULUM POLICY

OBSERVANCE OF HOLIDAYS ASSOCIATED WITH RELIGION

The Everett Public Schools district includes students from many religious belief systems, as well as students who do not believe in religion. The District is committed to providing an inclusive environment where diversity is acknowledged and appreciated.

The District respects the right of parents to educate their children in spiritual and religious matters, which includes the celebration of religious holidays. Parents may, in writing, excuse their students from school for religious holidays. Such absences will be logged as excused absences. All students will be required to make up material covered and assigned during an excused absence from school. Such work shall be made up at the student's initiative without loss of credit following their return to school after absence.

DEVELOPMENT, EVALUATION AND MODIFICATION OF AN INTEGRATED MULTI-CULTURAL CURRICULUM

The District is committed to an integrated multicultural curriculum. Classrooms should reflect a climate where cultural, religious, and non-religious differences are respected and self-expression is encouraged. Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the diverse population of students in its schools. The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

The School Committee will establish a process by which curriculum, instructional resources and materials for programs shall be reviewed. An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

LEGAL REF.: [M.G.L. 69:1E](#), [603 CMR 26:05](#)

SCHOOL OBSERVANCE OF AND TEACHING ABOUT MAJOR STATE AND FEDERAL HOLIDAYS

The District will observe several holidays throughout the year. Such holidays shall be determined by the School Committee.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings, and care should be taken to relate only to secular aspects of these holidays. The observance of religious holidays is not the responsibility of the public schools. Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. If a holiday has a religious undertone, it must be explained within a historical and educational context. Holiday activities should foster appreciation of diversity, and none of the activities should require students to celebrate the holiday, express assent to a particular belief system, or participate in ceremonies traditionally performed in religious communities. Activities should be based on cultural pluralism rather than on the assumption that all students share similar religious beliefs or have similar knowledge or cultural traditions. Activities should also reflect a balance of cultural diversity and secular educational purpose and avoid excessive entanglement with religion.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society. Holidays associated with religion that have cultural significance may be taught in the classroom as part of an integrated multicultural curriculum. Any school activity that relates to holidays associated with religion shall have a secular educational purpose, shall not advance or inhibit religion and shall avoid excessive entanglement with religion.

SELECTION OF INSTRUCTIONAL MATERIALS

1. The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Any selected instructional programs and materials must fit within the District's goal of providing students with an integrated multicultural curriculum. As such, instructional materials must satisfy the following criteria:
2. They must present balanced views of international, national, and local issues and problems of the past, present and future.
3. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and

1. ethical values.
2. They must help students develop abilities in critical reading and thinking.
3. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
4. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
5. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REFS.: M.G.L. [30B:7](#); [71:48](#); [71:49](#); [71:50](#)

[603 CMR 26.00](#)

APPENDIX T

PROHIBITION ON POSSESSION AND/OR USE OF WEAPONS

The Everett Public Schools strictly prohibits the use and/or possession of weapons or dangerous instruments on school premises, including but not limited to in school buildings, on school grounds, on school buses, or on school vehicles, or at any school-related activity/event, except with prior express written permission from the Superintendent of Schools. This policy shall apply to all students, employees, volunteers and other visitors on school premises and/or at school-related activities/events. The District reserves the right to inspect all school premises for weapons and/or dangerous instruments. The District further reserves the right to inspect all persons and their property on school premises or at any school-related activity/event upon reasonable suspicion that such person is in possession of a weapon or dangerous instrument.

Weapons include, but may not be limited to, firearms, including any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged, whether loaded or unloaded; ammunition; knives or similar blades of any kind, shape or length; a police baton, nightstick, or bludgeon; a blow gun; fireworks or explosives of any kind; mace, tear gas, or any other substance that is used to incapacitate another person; any martial arts weapon; metallic or other artificial knuckles; and/or any electronic defense weapon. Dangerous instruments include, but may not be limited to, any item, article, or substance that has no reasonable use in the school setting on school premises, and/or at a school-related activity/event and, under the circumstances, is capable of causing death or serious physical injury; and/or any item, article, or substance that has a reasonable use in the school setting, on school premises, and/or at a school-related activity but, under the circumstances, is intended to cause death or serious physical injury. Weapons and dangerous instruments further include toys, replicas, and other artificial copies of prohibited items.

Any weapon or dangerous instrument discovered in violation of this policy will be confiscated and law enforcement will be notified as appropriate. Any person who possesses and/or uses a weapon or dangerous instrument in violation of this policy will be immediately removed from school premises and/or the school-related activity/event, and will not be allowed to return to such premises and/or activity/event pending the outcome of an investigation. In the event the investigation shows that this policy has been violated, the District will take appropriate action, which may include, but is not limited to the following: suspension and or termination of any business relationship; reassignment of job duties; suspension or termination of employment; suspension or expulsion of a student; permanent prohibition from entering school premises and/or attending any school-related activity/event; criminal prosecution of the person (s) involved; and/or any further action necessary to protect students, staff, and others.

Any District employee, who receives a report or otherwise becomes aware of the possession or use of a weapon or dangerous instrument in violation of this policy, or of a threat in relation thereto, shall immediately notify their Building Principal and/or immediate supervisor. Upon receipt of such notification, the Building Principal or supervisor shall immediately notify the Superintendent of Schools and take any other appropriate action in accordance with this policy and applicable laws and regulations, including but not limited to 20 U.S.C. § 7961, M.G.L.c.71, §37H and M.G.L. c. 71, §37L.

LEGAL REF: M.G.L. c.71, § 37H; M.G.L. c. 71, §37L; M.G.L. c. 269, § 10; Gun-Free School Zones Act, 18 U.S.C. § 922; Gun-Free Schools Act, 20 U.S.C. § 7961

APPENDIX U

VERBAL SCREENING TOOLS POLICY

State law provides that by the 2017-2018 school year, and subject to appropriation, public schools shall utilize a verbal screening tool to screen students annually, at two different grade levels, substance use disorders. The relevant sections of the statute read as follows:

Mass. General Laws chapter 71, section 97 (as amended by St. 2016, c. 52, s. 15):

Section 97, (a) Subject to appropriation, each city, town, regional school district, charter school or vocational school district shall utilize a verbal screening tool to screen pupils for substance use disorders. Screenings shall occur on an annual basis and occur at 2 different levels as recommended by the department of elementary and secondary education, in consultation with the department of public health. Parents or guardians of a pupil to be screened pursuant to this section shall be notified prior to the start of the school year. Verbal screening tools shall be approved by the department of public health. De-identified screening results shall be reported to the department of public health, in a manner to be determined by the department of public health, not later than 90 days after completion of the screening.

(b) A pupil or the pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening. A city, town, regional school district, charter school or vocational school district utilizing a verbal screening tool shall comply with the Department of Elementary and Secondary Education's regulations relative to consent.

(c) Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

(d) The department of elementary and secondary education shall notify each school district in writing of the requirement to screen students for substance use disorders pursuant to this section. School districts with alternative substance use screening policies may, on a form provided by the department, opt out of the required verbal screening tool. The form shall be signed by the school superintendent and provide a detailed description of the alternative substance use program the district has implemented and the reasons why the required verbal screening tool is not appropriate for the district.

(e) No person shall have a cause of action for loss or damage caused by an act or omission resulting from the implementation of this section.

Section 63 of St. 2016, c. 52, reads as follows:

Each city, town, regional school district, charter school or vocational school district shall implement the verbal substance use disorder screenings required by section 97 of chapter 71 of the General Laws by the 2017-2018 school year.

Further, Mass. Gen. Laws c. 71, s. 97, is subject to appropriation, which means schools and districts may voluntarily implement the actions described, but they are not required to do so unless and until funding is appropriated.

In short, the requirement to conduct verbal screenings of students for substance use disorder does not take effect until the 2017-2018 school year, and even then is subject to appropriation of funding for this purpose. ESE is working with the Department of Public Health on guidance for schools concerning these verbal screenings, and will publish it within the next several months to assist schools in planning.

If you have questions or comments on this guidance document, please contact DESE's [Office of Student and Family Support](#).

Rights & Responsibilities

We are committed to one set of expectations for everyone in our community to ensure personal development and civic responsibility.

I HAVE THE RIGHT TO ...

**Be physically, emotionally,
and socially safe at school.**

**Be treated fairly, respectfully
and equally.**

**Expect that my personal property
will be safe and secure at school.**

**Expect that all adult members of the EHS
community will consistently model the
expectations for student attitude,
behavior and performance.**

**A complete education with well-planned
lessons, engaging activities,
encouragement, consistent feedback,
and the support needed for
every learner to succeed.**

**Express my opinions and feelings
while being supported in a
collaborative classroom.**

**Work in a supportive environment
with all of the members
of the EHS community.**

**Fairness and due process in the
application of the school
discipline code.**

I HAVE THE RESPONSIBILITY TO ...

**Behave in a positive manner to all,
respecting the physical and emotional
boundaries of others.**

Treat others with respect.

**Respect the property of others and never
violate its safety or security.**

**Meet high expectations and accept
constructive feedback for my attitude,
behavior, and achievement.**

**Be present, prompt, prepared, and
participate with a positive attitude
in each of my classes. I will strive to meet
high expectations for learning and
cooperate fully with my teachers.**

**Listen and respect the ideas
And feelings of others.**

**Bring all concerns regarding fairness
and respect to my dean who
will address the matter.**

**Own my behaviors and actions and
accept the consequences for
violating my 'responsibilities.'**