



**THE GLOUCESTER PUBLIC SCHOOLS**

**2 BLACKBURN DRIVE  
GLOUCESTER, MASSACHUSETTS 01930**

**TEL: 978-281-9800  
FAX: 978-281-9899  
WWW.GLOUCESTERSCHOOLS.COM**

**PROGRAM SUB-COMMITTEE MEETING**

Thursday, September 14, 2017  
4:30 pm  
District Office Conference Room  
2 Blackburn Drive, Gloucester, MA 01930

**A G E N D A**

**I. CALL TO ORDER**

**II. REPORTS/DELIBERATIONS/DISCUSSION**

- \* A. Review of Sexual Education Curriculum
- \* B. Supplemental Guide to the Gloucester Public Schools Student Handbooks
- \* C. Therapy Dog in School (Veterans' Memorial Elementary School)
- D. Discussion items that were not reasonably anticipated by the Chairperson, in accordance with M.G.L., Chapter 30A, Section 18-25

**III. ACTION**

**IV. ADJOURNMENT**

The listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

*\*Attachments*

**OUR MISSION IS FOR ALL STUDENTS TO BE SUCCESSFUL, ENGAGED, LIFELONG LEARNERS**

# Reproduction/Sex/Sexuality Curriculum and Instruction Overview

GPS School Committee  
Program Subcommittee  
September 14, 2017

# 5th Grade

## Required Standards

- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.2: Identify the physical changes as related to the reproductive system during puberty
- 4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)

# 5th Grade

## Current Status:

- # of Health teachers: 5
- Curriculum materials:
  - Great Body Shop
  - Teacher-created materials
- Appx. number of lessons
  - 3 lessons in late spring
- Particular focal points
  - Physical changes during puberty
  - Social/emotional feelings
- Opportunities for future work
  - Review of curriculum used at all schools
  - Vertical alignment
  - Professional development

# Middle School

## Required Standards by end of 8th Grade:

- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty.
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions
- 4.8 Describe behaviors and methods for pregnancy prevention, including abstinence
- 4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented
- 4.10: Identify sexual discrimination and harassment

# Middle School

## Current Status:

- # of Health teachers: 2
- Curriculum materials:
  - Teacher-created materials
- Appx. number of lessons
  - G6 - 5 lessons
  - G7 - 5 lessons
  - G8 - 15 lessons
- Particular focal points
  - G6 - puberty, body changes, reproduction
  - G7 - HIV and AIDS, overview of STIs
  - G8 - reproductive system, pregnancy and baby development, birth control, STIs
- Opportunities for future work
  - Review of curriculum used in other districts
  - Vertical alignment, especially with high school
  - Clear articulation of standards and how they are addressed
  - Professional development
  - Team teaching opportunities

# High School

## Required Standards by end of 12th Grade:

- 4.11 Identify the stages of the male and female reproductive systems over the life cycle
- 4.12: List the signs of pregnancy
- 4.13 Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence
- 4.14 Identify possible determinants of sexual orientation and analyze the weight of each in light of available research.
- 4.15 Explain the importance of examination of both genders for HIV and STIs before conception and the risks and precautions of delivery when HIV and STIs are present
- of reproductive health problems

# High School

Required Standards by end of 12th Grade cont'd.

- 4.16 Describe proper prenatal care and identify types of birth defects
- 4.17 Explain the importance of communication and setting limits in a sexual relationship
- 4.18 Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS)
- 4.19 Evaluate the impact of HIV/AIDS on the community, medical resources, and family
- 4.20 Identify resources available for treatment



# High School

## Current Status:

- # of Health teachers: 1
- Curriculum materials:
  - Teacher-created materials
  - Botvin Life Skills
- Appx. number of lessons
  - 30% of semester
- Particular focal points
  - Puberty, reproductive system, pregnancy and prevention, STI, sexual orientation, relationships
- Opportunities for future work
  - Closer collaboration and alignment with middle school

**Supplemental Guide to Gloucester Public Schools  
Student Handbooks**



**2017-2018**

## Table of Contents

NONDISCRIMINATION	3
AFTER SCHOOL ACTIVITIES (File: JJ)	4
ASSIGNMENT OF STUDENTS TO SCHOOLS (File JCA)	6
BULLYING: A POLICY TO PREVENT BULLYING (File: JIFCB)	7
ATHLETIC CONCUSSION POLICY (File: JJIF)	14
ATHLETIC CONCUSSION REGULATIONS (File: JJIF-R)	16
STUDENT CONDUCT (File: JIC)	26
STUDENT DISCIPLINE (File: JK)	32
DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES	38
DROPOUT PREVENTION (File: JH)	43
DRUG AND ALCOHOL USE BY STUDENTS (File: JICH)	44
USE OF ELECTRONIC COMMUNICATION DEVICES BY STUDENTS (File: JICJ)	45
STUDENT FEES, FINES, AND CHARGES (File: JQ)	46
GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 2-5 (File: IJNDB)	47
GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 6-12 (File: IJNDB)	51
STUDENT AND STAFF FUNDRAISING (File: JJE)	55
SEXUAL HARASSMENT (File ACAB)	59
STUDENT-TO-STUDENT HARASSMENT (File: JBA)	62
PROHIBITION OF HAZING (File: JICFA)	66
INOCULATIONS OF STUDENTS (File: JLCB)	67
LIFE THREATENING ALLERGIES (File JLCEA-R)	68
ADMINISTERING MEDICINES TO STUDENTS (File: JLCD)	71
NON-CUSTODIAL PARENTS' RIGHTS (File KBBA)	72
NONDISCRIMINATION ON THE BASIS OF HANDICAP (File: ACE)	74

PHYSICAL EXAMINATIONS OF STUDENTS (File: JLCA)	77
PREGNANT STUDENTS ADMINISTRATIVE GUIDELINES (File JIE)	78
STUDENT RECORDS (File: JRA-R)	79
RESTRAINT PREVENTION AND BEHAVIOR SUPPORT	86
POLICY AND PROCEDURES (File: JKAA)	86
SPECIAL EDUCATION	94
SECTION 504 of the REHABILITATION ACT of 1973	95
SOCIAL NETWORKING POLICY (File: IJNDD)	96
SEARCHES AND INTERROGATIONS (File JIH)	101
STUDENT CONDUCT ON SCHOOL BUSES (File: JICC; EEAEC)	103
STUDENT PUBLICATIONS (File: JICE)	104
STUDENT RIGHTS AND RESPONSIBILITIES (File: JI)	105
TOBACCO USE BY STUDENTS (File: JICG)	106

### **NONDISCRIMINATION**

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

## **AFTER SCHOOL ACTIVITIES (File: JJ)**

### **Purpose**

The School Committee believes that participation in after-school programs provides students with important opportunities for extending their learning after the formal school day.

After school activities typically involve the extension and acquisition of personal and team knowledge and skills, including critical thinking and problem solving, and the development of social and emotional intelligence through participation in collaborative and team pursuits. After school activities provide students with opportunities for exploring new interests, for disciplined commitment, creativity, leadership, citizenship, and the practice of ethical behavior and accountability to their peers.

After school activities also provide an opportunity for students to relate to adults in a less formal setting than the classroom. Sponsors of after school activities and athletic coaches have opportunities to be significant role models, to share enthusiasms, knowledge and skills, and to enable students to work together towards common purposes and shared goals.

Success in competition or excellence in performance should not be the sole criterion of quality. Opportunity for student participation and development are also important goals of after school programs.

### **Participation**

With certain exceptions, all after school programs shall be open to students at the appropriate grade level who are residents of Gloucester, subject to their meeting all the eligibility criteria that must be satisfied by students attending GPS schools, and payment of the appropriate participation fee.

The exceptions are those competitive sports in which a team representing GHS or O'Maley Middle School is selected by its coach; i.e. sports in which a restricted number of students are on a team or in a squad. Students resident in Gloucester attending schools other than GPS schools may participate in no-cut competitive athletic events as individuals, but not represent a GPS school.

Gloucester students who are home-schooled and are therefore considered the responsibility of the school district are entitled to participate in all activities, including cut sports if there are insufficient GPS students to make up a team.

Participation in high school interscholastic athletics shall be in accordance with the regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

Participation in interscholastic athletics shall require the presentation of written proof of parental approval and medical insurance, and fitness to participate signed by a certified physician prior to participation.

In the case of students attending schools outside Gloucester, written proof of parental approval must be provided for participation in any after school activity. The note of approval must be countersigned by the Principal of the school attended by the student to confirm the school's awareness of the participation.

In order to train or compete or participate students must be in good standing academically and socially, and have attended school on the day in question.

### **Participation Fees**

The School Committee shall set annual participation fees for different activities.

Principals have discretion to waive participation fees for students who would otherwise be prevented from participating in the program.

Activity sponsors and coaches shall be responsible for the timely collection of participation fees.

Principals **and Department Heads** will be responsible for the timely banking of participation fees in appropriate revolving accounts.

### **Activity Sponsors and Athletic Coaches**

The appointment of activity sponsors and athletic coaches shall be recommended to the Superintendent of Schools by the relevant school Principal, who shall also be responsible for evaluation arrangements at the conclusion of each athletic season or activity year.

Coaches will be paid a stipend for each season for which they are responsible after the end of the season.

Sponsors of an after school activity will receive payment at the end of the school year.

In order to secure progression in opportunities and expectations, the Principal of O'Maley Middle School will consult with the Athletic Director of GHS on the scope of the middle school program and the appointment of coaches.

### **School Committee Funding and Support**

Within the overall budget available, the School Committee will endeavor to provide funding support for after school activities, taking account of projected participation fees and other revenue generated by the activity.

The School Committee appreciates the opportunities for after school activities that are provided by volunteers.

Adopted by the School Committee on January 12, 2005, Policy Manual 3/2010

### **ASSIGNMENT OF STUDENTS TO SCHOOLS (File JCA)**

Generally, students will be required to attend school in the attendance area in which they reside, unless the Superintendent has granted special permission.

Special permission may be granted for the following reasons:

1. If the change involves an exceptional child, a hardship case, or if there are medical considerations.
2. If the change appears to be in the interests of the child, of the schools, and for disciplinary and administrative reasons.
3. If the legal residence of a child changes from one attendance area to another during the school year and the parents wish the child to remain in his former school; permission will not extend beyond the current school year.
4. To permit secondary school students to take courses not offered in their assigned schools.
5. In accordance with the Gloucester Public Schools intra-district choice program.

School bus transportation will not be provided for students attending schools outside their attendance area unless they can be accommodated on existing bus routes and schedules, or an exceptional child is involved; or unless specific permission is granted by the School Committee.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37C; 71:37D; 71:37I; 71:37J

Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75  
Board of Education Regulations Pursuant to Chapter 636 of the Acts of 1974, adopted 9/10/74  
Board of Education Regulations Pertaining to the Preparation of Racial Balance Plans which Involve Redistricting, adopted 4/24/73

CROSS REF.: JC, Attendance Areas

## **BULLYING: A POLICY TO PREVENT BULLYING (File: JIFCB)**

### *Towards Respectful Relationships Within and Without Schools*

#### **1. PURPOSE AND SCOPE**

It is the intention of the Gloucester Public Schools to provide a learning and working atmosphere for students, employees, and visitors in which they feel physically and emotionally secure — free from bullying and intimidation.

This policy reflects the requirements of the law as it relates to bullying, and the School Committee's understanding that students and staff perform at their best when they are free from a hostile working environment.

In order to achieve the intention to provide an atmosphere in which staff and students feel physically and emotionally secure, the school district will:

- a) implement the new statute concerned with bullying;
- b) establish clear expectations regarding behaviors that are not acceptable;
- c) establish responsibilities on the part of staff, students, and parents for responding to unacceptable behavior;
- d) provide training for all categories of personnel and make available training for parents, with the aim of ensuring that there is a consistent and informed response to unacceptable behaviors;
- e) ensure that developmentally appropriate curricular experiences are provided at all grades with the aim of fostering respectful relationships;
- f) establish protocols for the investigation of alleged unacceptable behavior, and the recording of the outcomes of such investigations; and
- g) liaise with community-based organizations with an interest in the development of resilience among youth, and respectful relationships within school and the community.

Schools tend to reflect the communities they serve. It is therefore understood that the creation of a culture within schools and the community in which adults and students feel emotionally and physically secure is the responsibility of school administration, school staff, parents, students, and the wider community.

#### **1.1 Bullying**

"Bullying" is defined as 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 victim that:





- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or of damage to his/her property;
- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Bullying should not be confused with isolated conflicts between students or staff. Research on bullying identifies it as behavior that occurs repeatedly, that is intended to harm the victim, and that involves a power imbalance between the victim and the person or persons who are bullying.

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

## 1.2 Conflicts that are not or may not be bullying

- Students jostling for position at a water fountain.
- Name-calling arising out of a single and specific moment of disagreement or anger between students.
- Two students get into a fight. One suffers a bloody nose.
- Notice that in all cases of significant conflict, such as in the last example, intervention by teachers or other school **personnel should occur** even if the case is not judged to be a one of "bullying".

Conflicts that are likely cases of bullying:

- Name-calling that is done repeatedly, clearly intended to cause discomfort. *Aggravating circumstance:* Student doing name-calling is older than victim; or, several students are engaged in the name-calling of a single individual.
- One student repeatedly initiates fights **or physical discomfort** with a second student and it apparently intent on harming the second student. *Aggravating circumstance:* The initiating student is larger/stronger than the second student; the initiator is egged on or supported by one or more other students; the initiating student shows a pattern of victimizing other students.
- One student uses a social networking site to post offensive picture of a second student, pictures clearly intended to cause ridicule and discomfort to that student; the student also engages in other acts or gestures harmful to victim. *Aggravating circumstance:* The student posting pictures is joined by other students in posting negative statements or images about the victim.

## 2. POLICY

### 2.1 Prohibition of Unacceptable Behavior

Bullying as defined above, shall be prohibited:

- (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus, or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school; and
- (ii) at a location, activity, function, or program that is not school-related, 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 bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education, process, or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

## 2.2 Gloucester Bullying Prevention and Intervention Plan

As required by M.G.L. Chapter 71, Section 370, the Gloucester Public Schools has developed a Comprehensive Bullying Prevention and Intervention Plan (the Plan) in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Plan includes provisions for the following:

- Procedures for responding to and investigating reports of bullying.
- Strategies for protecting those who report bullying.
- Notice to the parents or guardians of students involved in bullying, including perpetrators and victims.
- Notice to students of the anti-bullying policy through student handbooks.
- Confidentiality of records.
- Appropriate services for students who have been bullied or who are bullies.

The Gloucester Public Schools will review the Plan every other year.

LEGAL REFS.: An Act Relative To Bullying In Schools, 2010 (Senate, No. 2404).  
Title VII of the 1964 Civil Rights Act, Section 703.  
Title IX of the 1972 U.S. Civil Rights Act.  
M.G.L. 151C  
M.G.L., 76:5.  
M.G.L.69:17,18, and 19.  
M.G.L.71:82 and 84

CROSS REF.: JK, Student Discipline

SOURCE: Gloucester

*Amended by the Program Sub-Committee on October 4, 2013*  
*Approved by the School Committee on October 9, 2013*

**GLOUCESTER PUBLIC SCHOOLS  
INCIDENT REPORTING FORM**

Directions: If you are a student, the parent/guardian of a student, a volunteer or visitor, and wish to report an incident of alleged aggression or bullying, complete this form and return it to the Principal or Assistant Principal at the student's school. **All school employees are required to report alleged violations.** Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

**Name of reporter/person filling the report:** \_\_\_\_\_ **Today's date:**  
\_\_\_\_\_

**Check whether you are a:**  Student,  Parent/Guardian,  School Staff Member,  Other (specify)  
\_\_\_\_\_

**Reporter's Phone #:** (\_\_\_\_) \_\_\_\_\_ **Reporter's E-mail (optional)**  
\_\_\_\_\_

**If reporter is a student, state your school and grade:**  
\_\_\_\_\_

**If reporter is a school staff member, state your school or worksite:**  
\_\_\_\_\_

**INFORMATION ABOUT THE INCIDENT:**

**Name of Alleged Target/Victim:** \_\_\_\_\_ **School Attending:**  
\_\_\_\_\_ **Grade:** \_\_\_\_\_

**Name of Alleged Aggressor:** \_\_\_\_\_ **School Attending:**  
\_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date(s) & time(s) of incident(s) – include month, day, year:**  
\_\_\_\_\_

**Location(s) of incident(s) – please be specific:**  
\_\_\_\_\_  
\_\_\_\_\_

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

**Name:** \_\_\_\_\_  Student  Staff  Other

**Name:** \_\_\_\_\_  Student  Staff  Other

**Name:** \_\_\_\_\_  Student  Staff  Other

**Place an X next to the statement(s) that best describes what happened (choose all that apply):**

- Teasing                       Threat                       Stalking                       Theft                       Cyberbullying

Social exclusion       Intimidation     Physical violence       Public humiliation

**If any of the words or actions of the alleged aggressor were based on the following check all that apply:**

race or ethnicity       sex     sexual orientation       disability               religion or creed

pregnancy               marital status               national origin               parental status

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

**Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

**FOR ADMINISTRATIVE USE ONLY**

**Form given to:** \_\_\_\_\_ **Position:**

\_\_\_\_\_

**Signature of Person Receiving Form:** \_\_\_\_\_ **Date Received Form:**

\_\_\_\_\_

*This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act. Do not file in the cumulative record.*

## **ATHLETIC CONCUSSION POLICY (File: JJIF)**

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities<sup>1</sup> including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the

---

<sup>1</sup> Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine

injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. 111:222; 105 CMR 201.000



## **ATHLETIC CONCUSSION REGULATIONS (File: JJIF-R)**

### **Section I. What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

### **Section II. Mechanism of Injury:**

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

### **Section III. Signs and Symptoms:**

#### **Signs (what you see):**

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

### **Section IV. Management and Referral Guidelines:**

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
  - A. Amnesia lasting longer than 15 minutes
  - B. Deterioration in neurological function
  - C. Decreasing level of consciousness
  - D. Decrease or irregularity of respiration
  - E. Decrease or irregularity in pulse
  - F. Increase in blood pressure

- G. Unequal, dilated, or unreactive pupils
  - H. Cranial nerve deficits
  - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
  - K. Seizure activity
  - L. Vomiting/ worsening headache
  - M. Motor deficits subsequent to initial on-field assessment
  - N. Sensory deficits subsequent to initial on-field assessment
  - O. Balance deficits subsequent to initial on-field assessment
  - P. Cranial nerve deficits subsequent to initial on-field assessment
  - Q. Post-Concussion symptoms worsen
  - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
  4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
    - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
    - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
    - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

#### **Section V. Gradual Return to Play Protocol:**

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (**or other approved test identified by the School District**). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as

well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all

public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
  - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
  - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
  - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days**.
  - D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
  - E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.

- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.  
File: JJIF-R
- H. Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

#### **Exertional Post Concussion Tests:**

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

#### **Section VI. School Nurse Responsibilities:**

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.

3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
  - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

### **Section VII. School Responsibilities:**

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

### **Section VIII. Athletic Director Responsibilities:**

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity

4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

### **Section IX. Parent/Guardian Responsibilities:**

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
  - A. Loss of consciousness
  - B. Headache
  - C. Dizziness
  - D. Lethargy
  - E. Difficulty concentrating
  - F. Balance problems
  - G. Answering questions slowly
  - H. Difficulty recalling events
  - I. Repeating questions
  - J. Irritability
  - K. Sadness
  - L. Emotionality
  - M. Nervousness
  - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.

11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

### **Section X. Student and Student Athlete Responsibilities:**

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

### **Section XI. Coach & Band Instructor Responsibilities:**

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.



9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

### **Section XII. Post Concussion Syndrome:**

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

### **Section XIII. Second Impact Syndrome:**

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own

power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

#### **Section XIV. Concussion Education:**

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

## **STUDENT CONDUCT (File: JIC)**

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

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

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

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

### **Suspension**

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

### **Notice of Suspension**

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

### **Emergency Removal**

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

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

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

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

### **In School Suspension – Not More Than 10 Days Consecutively or Cumulatively**

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

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

### **Principal's Hearing – Short Term Suspension of up to 10 Days**

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

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

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

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

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

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

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

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

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective

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

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

### **Superintendent's Hearing**

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

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

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

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

The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

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

### **Expulsion**

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

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

### **Academic Progress**

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

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

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

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

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in

education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

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

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

SOURCE: MASC

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

*Approved by the School Committee on October 22, 2014*



## **STUDENT DISCIPLINE (File: JK)**

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

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

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

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

### **Suspension**

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

### **Notice of Suspension**

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

### **Emergency Removal**

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

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

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

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

### **In School Suspension – Not More Than 10 Days Consecutively or Cumulatively**

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

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

### **Principal's Hearing – Short Term Suspension of up to 10 Days**

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

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

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

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

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

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

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

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

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective

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

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

### **Superintendent's Hearing**

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

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

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

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

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

the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

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

### **Expulsion**

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

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

### **Academic Progress**

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

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

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

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

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in

education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

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

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

SOURCE: MASC

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

*Approved by the School Committee on October 22, 2014*

## **DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES**

The School Committee is committed to a policy of nondiscrimination in relation to race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment.

This procedure has been adopted by the District to provide a method of prompt and equitable resolution of student and employee complaints of discrimination and harassment. This procedure is designed in compliance with state and federal laws which prohibited discrimination based on the above protected classes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Act, and M.G.L. c. 76 § 5.

### Definitions

For the purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion.
- C. “Harassment” means unwelcome conduct on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct rising to the level of a hostile environment.
- D. “Sexual Harassment” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or

conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

- E. When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.
- F. GHS and Gloucester Public Schools consider teen dating violence to be a form of harassment. Any and all instances of alleged teen dating violence are subject to this harassment policy, and its investigation procedures. Confirmed acts of teen dating violence will be subject to discipline in accordance with this harassment policy and the Code of Conduct.

#### Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Gloucester Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

#### How to make a complaint

- A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the Civil Rights Coordinator listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal or appropriate Civil Rights Coordinator.

Mr. Gregg Bach  
Civil Rights Coordinator



Assistant Superintendent  
2 Blackburn Drive  
Gloucester, MA 01930  
(978) 281-9833

- B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education  
Office for Civil Rights  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, Massachusetts 02110-1491  
Telephone: (617) 289-0111  
Fax: 617-289-0150  
TDD: 877-521-2172

or

Program Quality Assurance Services  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Telephone: 781-338-3700  
TTY: N.E.T. Relay: 1-800-439-2370  
FAX: 781-338-3710

#### Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
  2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
  3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
  4. The investigator will keep a written record of the investigation process.
  5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within twenty (20) calendar days of the date of the receipt of the Complaint.
  7. The investigator may extend the investigation period beyond twenty (20) calendar days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
  8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the

investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the twenty (20) calendar days described above.
- D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
  2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
  3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above.
- E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) calendar days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

## **DROPOUT PREVENTION (File: JH)**

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

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

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

SOURCE: MASC

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

*Approved by the School Committee on October 22, 2014*

## **DRUG AND ALCOHOL USE BY STUDENTS (File: JICH)**

In view of the fact that the use of drugs and alcohol can endanger the health and safety of the user, and recognizing the deleterious effect the use of alcoholic beverages or drugs can have on the maintenance of general order and discipline, the School Committee prohibits the use or consumption of any drug or alcoholic beverage on school property or at any school function.

Additionally, any student, regardless of age, who is under the influence of drugs or alcoholic beverages prior to attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

SOURCE: MASC

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco  
GBEC, Drug Free Workplace Policy

## **USE OF ELECTRONIC COMMUNICATION DEVICES BY STUDENTS (File: JICJ)**

The School Committee recognizes that electronic communication devices (such as but not limited to cellular phones, cellular phones with cameras, and personal digital assistants [PDAs]) may be useful both as educational tools, as a means of maintaining necessary communications within families, and for student safety. The Committee is also aware that such devices may be used in ways which interrupt teaching and learning, distract students from the main purposes of school attendance, or are improper or unethical. This policy is intended to facilitate the use of electronic communication devices while securing the interests of students while attending school or participating in school sponsored events and activities.

### **1. Purpose:**

- 1.1 To facilitate communications between students and families/friends before and after school, and in emergencies.
- 1.2 To facilitate the use of multi-functional electronic devices for educational purposes.
- 1.3 To prevent disturbance to instruction or the distraction of students during the school day.
- 1.4 To discourage the improper or unethical use of electronic communication devices.

### **2. Arrangements:**

Electronic communication devices:

- 2.1 May be carried on school premises and at events sponsored by the school.
- 2.2 Must be turned off during the school day/classes and during school events.
- 2.3 May be used in public areas (not teaching spaces, communal spaces, or locker rooms) before school and after school.
- 2.4 May be used during the school day with the permission of a school administrator.
- 2.5 Multi-function devices may be used for educational purposes (such as time management/calculations) with the permission of the teacher. In such cases, the devices must be switched off at the end of the class. If permission is given for a multi-functional device to be used for a particular purpose, other functions may not be used.
- 2.6 May not be used for taking or transmitting photographs without the permission of the subject of the photograph.
- 2.7 May not be used at any time in any changing area.

### **3. Consequences of Improper Usage:**

- 3.1 Temporary withdrawal of privilege  
Withdrawal of privilege for the remainder of semester /school year

## **STUDENT FEES, FINES, AND CHARGES (File: JQ)**

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC

## **GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 2-5 (File: IJNDB)**

### **Guide to the GPS: Using Technology in School (Grades 2 – 5 Students)**

#### **WHAT IS THE AUP?**

AUP stands for “Acceptable Use Policy.” It means that you agree to only do “acceptable” things when you are using GPS computers. The GPS has rules that all students have to follow when they use the Internet. The “Acceptable Use Policy” tells you and your parents what is “acceptable.” It is a contract you and your parents must sign for you to be allowed to use GPS computer equipment.

#### **WHY DOES THE GPS HAVE AN AUP?**

Many people use the Gloucester Public Schools’ network and school computers. We need to make sure that everyone feels comfortable and safe using the network. We also need to make sure that our computers and printers are in working order for everyone to use.

#### **WHY DO I HAVE TO BE RESPONSIBLE FOR WHAT I DO ON THE GPS NETWORK?**

Using the Internet in school is a privilege not a right. The Gloucester Public Schools’ network, web pages, and email accounts are NOT private. GPS staff and the Gloucester Police are able to “monitor” everything you do on the school computers. This means someone can read what you write and see the web pages that you visit.

THINK -- before you do anything online that you would not do in front of your teachers or parents.

#### **WHAT HAPPENS IF A STUDENT DOES NOT FOLLOW THE RULES IN THE AUP?**

The GPS has consequences for students who use the Internet in unacceptable ways. Just like when someone breaks classroom rules, there are consequences if you don’t follow the rules in the AUP rules. You need to report to a teacher or other adult anything you see online that does not follow the rules listed in the AUP. If you do not follow this policy, you can lose your computer privileges in school. You can also be punished under the Code of Discipline. The Gloucester Police will get involved if a student breaks a law.

##### **1. I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT**

I will not give my password to anyone. I will log off from my account when I am finished. If I see another person’s work on a computer screen, I will tell an adult. I will wait to use the computer until an adult has removed the material.



2. **I AM RESPONSIBLE FOR MY LANGUAGE**

I will only use language on the Internet and in my school email that I would use in the classroom with my teacher. I will not use bad words when I use a computer.

3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE**

I will not write anything mean or hurtful to another person. I will not be a bully or make fun of anyone. I will not “stalk” any person online or by text message. I will tell a teacher if I see anything hurtful to another student online.

4. **I AM RESPONSIBLE FOR MY USE OF THE GLOUCESTER PUBLIC SCHOOLS’ NETWORK**

I will not look for webpages with pictures, words, or sounds that are not appropriate in school. I will not look for web pages or documents about sex, violence, or weapons. I will not download any files, including music and video files, unless a teacher gives me permission.

5. **I AM A RESPONSIBLE MEMBER OF MY SCHOOL WHEN I AM ONLINE**

I will not write anything or post pictures or video that is hurtful or embarrassing to anyone while I am online.

6. **I AM RESPONSIBLE TO BE HONEST ABOUT WHO I AM ONLINE**

I will not pretend to be anyone else online. I will not send email, create an account, or post any words, pictures, or sounds using someone else’s name. I will not use another person’s login name or password.

7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GPS NETWORK**

I will not try to change security settings or install any software on school computers without permission. I will not use a phone, personal laptop, or any electronic device in school without a teacher’s permission.

8. **I AM RESPONSIBLE FOR PROTECTING GPS PROPERTY**

I will not break or destroy any computer equipment on purpose. I will not move any equipment, including keyboards and mice, without permission.

9. **I AM RESPONSIBLE FOR PROTECTING OTHER PEOPLE’S PROPERTY**

## **ONLINE**

I will not “plagiarize.” When I use information from a website, I need to let people know where I got the information. I will obey copyright laws and will not download words, pictures, video, or music that belongs to someone else.

10. **I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES IF I PUBLISH ANYTHING ONLINE**

I will not publish any material on a school website, wiki, blog, podcast, or discussion group without permission. I will not publish a picture, including my picture, with the person’s first or last name in the caption.

## Acceptable Use Policy Signature Page

Students & Parents/Guardians: Please review the GPS Acceptable Use Policy on pages 1 and 2 then sign the form below to indicate your agreement to use GPS technology responsibly.

This Acceptable Use Policy was developed with input from GPS administrators, teachers, students, and parents. By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

- As a Gloucester Public School student, I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the GPS and are not private. GPS has the right to access my information at any time.
- I understand that GPS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of Massachusetts.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
- I understand the Gloucester Public Schools administration reserves the right to amend this policy at any time without prior notice.

### **Parent or Guardian:**

As the parent or guardian, I have read the GPS Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of GPS, and that student use for any other purpose is inappropriate. I recognize it is impossible for GPS to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Gloucester Public Schools.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Student:**

I understand and will obey the rules of the GPS Acceptable Use Policy (on pages 1 and 2). I will use GPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Discipline and/or prosecution under state and federal law.

Student's Name (please print) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**GPS STUDENT RESPONSIBLE TECH. USE POLICY, Gr. 6-12 (File: IJNDB)**

**Guide to the GPS: Responsible Use of Technology (Grades 6 – 12 Students)**

The Gloucester Public Schools (GPS) provides a wide range of technology resources for student use. These technology resources are to be used only for educational purposes which are defined as: classroom activities, research projects, career and professional development and high quality self-discovery activities of an educational nature.

This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by GPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The GPS uses a filtering system to track and monitor all computer and Internet use on the GPS network. The system is designed to prevent access to educationally inappropriate sites. It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the students' responsibility to report any inappropriate site to the teacher.

Below are examples, but not an exhaustive list, of online conduct that may constitute a violation of federal and/or state criminal laws relating to cybercrime:

- **Criminal Acts:** These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, threatening/harassing email, cyberstalking, child pornography, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person’s identity and/or identity fraud.
- **Libel Laws:** Publicly defaming people through publishing material on the Internet, email, etc.
- **Copyright Violations:** Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

1. **I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT**

I understand that passwords are private and that I should not share my password with

anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

2. **I AM RESPONSIBLE FOR MY LANGUAGE**

I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators.

3. **I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE**

I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. **I AM RESPONSIBLE FOR MY USE OF THE GLOUCESTER PUBLIC SCHOOL NETWORK**

I will use GPS computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any GPS computer resources unless authorized by school administrator/teacher as part of a school assignment. I will not use the GPS resources for gambling or political purposes. I will not use the Gloucester Schools' resources for social networking sites, discussion groups, chat rooms, instant messaging, or other forms of online conversation without the consent of my teacher. I understand the use of the GPS network for illegal or commercial activities is prohibited.

5. **I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES**

I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.

6. **I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE**

I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out emails, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

7. **I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE GLOUCESTER PUBLIC SCHOOLS' NETWORK**

I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.

8. **I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY**

I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including, but not limited to, memory storage devices (i.e. USB drives).

9. **I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE**

I will obey copyright laws. I will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.

10. **I AM RESPONSIBLE FOR FOLLOWING SCHOOL RULES WHENEVER I PUBLISH ANYTHING ONLINE**

I will follow all guidelines set forth by the GPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself or others, including but not limited to: names, addresses, phone numbers or schools. I will not post photos of students with their first and last names on any online site, including but not limited to: blogs, wikis, and discussions forums.

11. **I AM RESPONSIBLE FOR MAINTAINING THE SAFETY OF OTHER PEOPLE AND PROPERTY WHILE ONLINE**

I will report any material that I feel may constitute a threat against the safety of fellow students, staff members or the property of the Gloucester Public Schools to a teacher, administrator or another trusted adult.

### **Acceptable Use Policy Signature Page**

Students & Parents/Guardians: Please review the GPS Acceptable Use Policy on pages 1 and 2 then sign the form below to indicate your agreement to use GPS technology responsibly.

This Acceptable Use Policy was developed with input from GPS administrators, teachers, students, and parents. By signing the Acceptable Use Policy, students and parents/guardians acknowledge the following rules and conditions:

- As a Gloucester Public School student, I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the GPS and are not private. GPS has the right to access my information at any time.
- I understand that GPS administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of Massachusetts.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
- I understand the Gloucester Public Schools administration reserves the right to amend this policy at any time without prior notice.

#### **Parent or Guardian:**

As the parent or guardian, I have read the GPS Acceptable Use Policy and I have discussed it with my child. I understand that computer access is provided for educational purposes in keeping with the academic goals of GPS, and that student use for any other purpose is inappropriate. I recognize it is impossible for GPS to restrict access to all inappropriate materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use technology resources at Gloucester Public Schools.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Student:**

I understand and will obey the rules of the GPS Acceptable Use Policy (on pages 1 and 2). I will use GPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would be disruptive or cause harm to other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary

action as stated in the Code of Discipline and/or prosecution under state and federal law.

Student's Name (please print) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **STUDENT AND STAFF FUNDRAISING (File: JJE)**

### **I. PURPOSE**

The purpose of this policy is to address fundraising efforts and the care and safety of the Gloucester students and staff involved in those efforts. The Gloucester School Committee recognizes and appreciates the value and importance of the many fundraising activities undertaken by various groups for the benefit of the programs of the Gloucester Public Schools.

### **II. GENERAL STATEMENT OF POLICY**

- A. The Gloucester School Committee recognizes a need for fundraising and aims to support groups in their fundraising efforts.
- B. The School Committee's fundraising policy applies to any fundraising activity conducted by any school-related group that is not a 503 c 3 registered non-profit organization.
- C. The School Committee also recognizes a need for coordination to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, community, and the general public. Coordination is also important to encourage equity across different fundraising efforts and their recipients.
- D. The School Committee has the responsibility to monitor, supervise, and control all fundraising activities associated with official school programs, activities, and the use of the school names and logos in fundraising activities per Massachusetts General Laws Chapter 71, Section 47.
- E. All fundraising activities must be conducted per established fundraising procedures.
- F. Fundraising activities that involve students should promote positive educational values such as student responsibility, student leadership, and student service to



others. Fundraising activities should also ensure that student and staff safety is maintained.

- G. Elementary or middle school students may engage in door-to-door sales only to friends and family.
- H. Fundraising activities should not interfere with the educational priorities of the Gloucester Public School District.
- I. Participation in fundraising activities is voluntary. No student, staff, parent/guardian, or community member shall be forced, coerced, or otherwise unduly pressured to participate in fundraising activities. Likewise, no reprimand, condemnation, nor criticism shall be made of any student who does not participate or succeed in fundraising. No elementary student will be excluded from an event or program because of non-participation by the student or their parents/guardians.
- J. Parent/guardian must be notified prior to student participation in fundraising activities outside of the school setting. School transportation guidelines must be followed where appropriate.
- K. The School District expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- L. Fundraising activities during the school day will be limited and must not conflict with federal and state laws and regulations relating to food service programs.
- M. All fundraising activities must comply with federal and state law.
- N. In no case shall students engage in the direct monetary selling of lottery tickets, games of chance or other forms of gambling as defined by Massachusetts General Laws Chapter 271.

With respect to raffles, the law, Chapter 271, Section 7A requires that the promotion and operation of a raffle be confined solely to qualified members of the sponsoring organization. No member of the organization shall receive remuneration in any form for time or effort devoted to the promotion or operation of the raffle. All funds derived from any raffle or sponsoring organization shall be used exclusively for the purposes stated in the application of the sponsoring organization. That purpose shall be limited to educational [or charitable] purposes.

Permit Application Procedures:

1. The permit application is submitted and reviewed by the City Clerk.
2. The application then goes to the Chief of Police who decides whether or not to endorse it.
3. If endorsed by the Police Chief, the application is returned to the Clerk who issues the permit.
4. The Clerk issues the permit valid for one calendar year and sends a copy to the Commissioner of Public Safety and to the Lottery Commission.
5. The Lottery Commission sends a financial form for the organization to complete within 10 days after the raffle is completed.

The organization conducting the raffle, not the School Committee or District is responsible for ensuring that the organization complies with the Permit Application Procedures.

Before conducting a raffle, the organization (non-profit or student) must obtain a raffle permit from the City Clerk. Please see the permit application procedures below.

- O. All funds raised and placed under the care of the Gloucester Public Schools will be administered per Massachusetts General Laws Chapter 71, Section 47 and established financial management practices.
- P. The use of paid-for-profit fundraising organizations is not permitted. Contact and/or “asks” must be done by students and parents, not paid professionals.
- Q. Student organization fundraising conducted either on or off the premises of the Gloucester Public Schools will be subject to established administrative procedures.
- R. Charitable giving campaigns and outside organization fundraising conducted on Gloucester Public Schools premises will be subject to established administrative procedures.
- S. All other funds raised for the benefit of the Gloucester Public Schools will be received through the Gift Policy KCD.

### III. DEFINITIONS

- A. Fundraising is the selling of a product; providing a service or activity for money or other consideration; or requesting of donations. School fundraising directly funds school programs and benefits students.

- B. Student organizations are groups that are sponsored by the School District and recognized by the School Committee. Student organizations are directed or supervised by School District staff. Examples include but are not limited to: athletics, speech, drama, music performances, intramural athletics, banquets, individual class clubs, language club, music clubs, National Honor Society, student concessions, student council, and yearbook.
- C. Outside organizations are groups that exist to support the activities of the Gloucester Public Schools and the activities and students within but that operate outside the direct control and supervision of the Gloucester Public Schools.

Donating proceeds directly from the work of an organization or company is an appropriate vehicle for fundraising activity.

Example: If a restaurant wants to donate 10% of their earnings on a given night to a school group, this would be an acceptable fundraiser.

Solicitation of donations, contributions, or sales by an organization or company that uses paid solicitors is not an acceptable fundraising activity

Example: If a company wants to create a High School sports calendar and they will solicit advertising from local business with their sales people and give the school group some money, it is not acceptable.

- D. A charitable cause is a group that operate for the exclusive benefit of the public and as defined by State and Federal tax laws (i.e., American Heart Association).

#### **IV. GUIDELINES FOR MANAGEMENT OF FUNDRAISING ACTIVITIES**

The administration will maintain a set of fundraising procedures and consider fundraising proposals and approve or disapprove fundraising activities per established procedures.

*Approved by the School Committee on November 13, 2013*

## **SEXUAL HARASSMENT (File ACAB)**

All persons associated with the Gloucester public schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Gloucester School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

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

### **Definition of Sexual Harassment:**

Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

### **The Grievance Officer:**

The Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

### **Complaint Procedure:**

1. Any member of the school community who believes that he/she has been subjected to sexual

harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
  - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
  - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
  - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
  - d. On the basis of the grievance officer's perception of the situation he/she may:
    - Attempt to resolve the matter informally through reconciliation.
    - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the Committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45  
Federal Regulation 74676 issued by EEO Commission  
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)  
Board of Education 603 CMR 26:00

## **STUDENT-TO-STUDENT HARASSMENT (File: JBA)**

Harassment of students by other students will not be tolerated in the Gloucester Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

SOURCE: MASC

UPDATED: June 2012

LEGAL REF.: M.G.L. 151B:3A  
Title VII, Section 703, Civil Rights Act of 1964 as amended  
BESE 603 CMR 26:00

REFS.: *"Words that Hurt,"* American School Board Journal, September 1999  
National Education Policy Network, NSBA



## **HAZING (File: JICFA-E)**

The Gloucester Public School shall uphold and abide by the requirements of the Massachusetts General Laws on the subject of hazing as described below:

### **CHAPTER 269, SECTION 17 CRIME OF HAZING; DEFINITION; PENALTY**

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

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

### **CHAPTER 269, SECTION 18 DUTY TO REPORT HAZING**

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

### **CHAPTER 26, SECTION 19 HAZING STATUES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED**

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgement stating that such group, organization, or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the school committee of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the

organizers and participants of hazing. The school committee of regents and in the case of secondary schools, the school committee of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

Policy Manual 3/2010

SOURCE: Gloucester

## **PROHIBITION OF HAZING (File: JICFA)**

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC

LEGAL REF.: M.G.L. 269:17, 18, 19

## **INOCULATIONS OF STUDENTS (File: JLCB)**

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Established by law

SOURCE: MASC

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

## **LIFE THREATENING ALLERGIES (File JLCEA-R)**

### **Procedure**

In order to minimize the incidence of life-threatening allergic reactions, the Gloucester Public Schools will:

- Offer training and education for school employees regarding:
  - The most common allergens that cause life-threatening allergies such as foods, medications, latex and stinging insects.
  - How to recognize symptoms of an allergic reaction.
  - The steps to take in the event of an allergic reaction.
- Create a system-wide plan for addressing life-threatening allergic reactions including the availability of staff training through the Nurse's Office.
- Maintain an Individual Health Care Plan (IHP) for any student identified with a potentially life-threatening allergy in conjunction with the student's parent /guardian and primary care provider and or allergy specialist.

The Principal will promote a "NO FOOD TRADING" and "no utensil sharing" policy in all schools with particular focus at the elementary schools.

- Provide life-threatening allergen i.e., tree nut, peanut, etc., free table(s) in the cafeteria at the elementary level as necessary.
- At the elementary level, when the student's medical need is clearly documented by the primary care provider or allergy specialist, life-threatening allergen- free classrooms will be created to the best of our ability. When questions arise, the need for this may be determined in consultation with a board-certified allergist or primary care provider.
- Parents/guardians will be encouraged to participate in the support and implementation of this plan.

### **Employee Training and Education:**

- Employee training and education will be offered to all school employees.

- Bus drivers and food service employees, will be offered informational training in recognizing life threatening allergic reactions and the appropriate response to a reaction.
- Custodial staff will be offered basic informational materials on life threatening allergies.

**Training will include:**

- A description/definition of severe allergies and a discussion of the most common food, medication, latex, and stinging insect allergies.
- The signs and symptoms of anaphylaxis.
- The correct use of an EpiPen.
- Specific steps to follow in the event of an emergency.
- The school nurse and Principal will be responsible for scheduling training for employees.

**School Procedure:**

At all levels, the school nurse, in conjunction with the student's parent/guardian and the primary care provider or allergist will prepare an Individual Health Care Plan (IHP) for any student with a diagnosed life threatening allergy. The Individual Health Care Plan will be updated annually and reviewed by the school nurse, student's parent /guardian, and primary care provider or the student's allergist. The IHP will include the student's name, the identified allergens, the warning signs and symptoms, what to do in case of an emergency, phone numbers of parents, doctors, all allergists. At the elementary level, the IHP will be available in the nurse's office and will accompany a student on a field trip.

At the middle school level, a copy of the IHP will be sent on field trips with the classroom teacher. At the high school level, students will be responsible for carrying their own EpiPens on field trips when deemed appropriate by the school nurse.

At the elementary level, a photograph of the student will be requested of the parents and attached to the IHP with the permission of the parent/guardian.

EpiPens (belonging to the school and those prescribed to the students) will be available in the nurse's office or in a clearly designated location as specified by the IHP. At the beginning of each school year or as necessary, staff will be informed of the location of the EpiPen. At the secondary level, all students trained by the nurse will be allowed and encouraged to carry their own EpiPen on their person.

Peanut free/allergen-free tables will be maintained in the cafeteria at the elementary level as necessary. The Principal will designate these tables and ensure that these areas are not contaminated. The Principal may designate an adult staff member to carry out this duty.

School will encourage parent/guardian(s) and teachers to have food appropriate parties, celebrations and school events. Any foods sent into a classroom for sharing where there is a child, who has a life-threatening allergy, needs to be unopened and prepackaged with an intact ingredient label.

The school principal, in consultation with the school nurse, will be responsible for notifying classroom teachers, classroom aides, specialists and parents of students in the class of the nature of life-threatening allergies faced by students. This notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of and a concise list of foods and materials to avoid.

Whenever students travel on school sponsored field trips, a clear plan to activate the Emergency Medical Services, should be reviewed by all teachers and chaperones. Field trips need to be chosen carefully; no child should be excluded from a field trip due to unavoidable allergen exposure.

### **Student and Staff Practices**

All students and staff will be encouraged to wash their hands after eating and/or handling food.

The education of students and teachers about children with health care issues in the school setting will be the responsibility of the building Principal. Determination of the need and content of this education will be made collaboratively by the building Principal and school nurse.

Our goal with building-based education will be to raise the level of awareness about the problem of life- threatening allergies, in order that we might create a safe environment for learning for children with serious allergies.

Student education on life-threatening allergies will be based on individual needs within schools and classrooms. The school nurse, under the direction of the building Principal, will facilitate and conduct programs, as the need is determined.

Please call the Nurse Leader at Central Office, 2 Blackburn Drive to consult about system-wide issues.

## **ADMINISTERING MEDICINES TO STUDENTS (File: JLCD)**

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

SOURCE: MASC May 2006

LEGAL REF.: M.G.L. 71:54B  
Dept. of Public Health Regulations: 105 CMR 210.00



### **NON-CUSTODIAL PARENTS' RIGHTS (File KBBA)**

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Dept. of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
  - 1. 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
  - 2. The parent has been denied visitation, or
  - 3. 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
  - 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
  
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
  
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H 603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents; 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)  
SOURCE: MASC January 2007

## **NONDISCRIMINATION ON THE BASIS OF HANDICAP (File: ACE)**

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because of the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

### Definition

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

### Reasonable Modification

The district shall made reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

### Communications

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, as service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

### Auxiliary Aids and Services

"Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assistive listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices; and (4) other similar services and actions.

### Limits of Required Modification

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

### Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner, as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

### Compliance Coordinator

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA.

The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of the Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REF.:           Rehabilitation Act of 1973, Section 504  
                              Education for all Handicapped Children Act of 1975

M.G.L., 71G: 1 et seq. (Chapter 766 of the Acts of 1972)  
Title II, Americans with Disabilities Act of 1992  
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

Adopted: 3/2010

SOURCE: Gloucester

## PHYSICAL EXAMINATIONS OF STUDENTS (File: JLCA)

Every student will be examined for screening in sight, hearing, BMI\*, and for other physical problems as provided in the law and regulation. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

*\* NOTE: Department of Health Regulations call for vision screenings in Grades 1-5, once between 6-8, and once between 9-12; hearing screenings in grades 1-3, once between 6-8, and once between 9-12; BMI in grades 1, 4, 7, 10.*

SOURCE: MASC

Updated July 2012

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57; 105 CMR 200

CROSS REF.: JF, School Admissions

## **PREGNANT STUDENTS ADMINISTRATIVE GUIDELINES (File JIE)**

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant and parenting students in the district shall have the same educational and extracurricular opportunities as all students.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. The only exception is if there is a letter from their physician excluding any activities due to health reasons.

LEGAL REFS.: M.G.L. 71:84  
Title IX: 20 U.S.C. 1681:  
34 CFR 106.40(b)

Adopted: December 22, 2010

SOURCE: Gloucester

## **STUDENT RECORDS (File: JRA-R)**

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under M.G.L.c.71, s.34F which directs that “the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.

### **Application of Rights**

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student’s age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

### Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.



Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation team which evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9<sup>th</sup> grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9<sup>th</sup> grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) school nurses who inspect the student health record.

Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

- (a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would

effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.

(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of

Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

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

1. 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
2. the parent has been denied visitation, or
3. 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
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

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

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

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student File: JRA-R records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

SOURCE: MASC

LEGAL REFS:

Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002

603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12

Mass Dept. of Elementary and Secondary Education publication Student Records;

Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

## **RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY AND PROCEDURES (File: JKAA)**

*(Based on 603 C.M.R. 46.00, effective January 1, 2016, and DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015)*

### **I. OVERVIEW**

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

### **II. DEFINITIONS**

*Mechanical Restraint:* the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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

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

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

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

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

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

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

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

*Inclusionary time-out:* when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

*Exclusionary time-out:* the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

### **III. PROHIBITIONS**

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

### **IV. SPECIFIC RIGHTS**

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



neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

## V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

*"Inclusionary time-out"*: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

*"Exclusionary time-out"*: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

### **The following requirements apply to the use of "exclusionary time-out":**

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- **Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;**

- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- **Students must never be locked in a room;**
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

## VI. REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT

### **Legal Standard for Use**

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

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

### **Brief physical contact to promote safety is not considered a restraint**

DESE’s *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

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

### **Safety requires consideration of medical and psychological limitations**

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

### **Continuous monitoring of physical restraint**

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

### **Duration — End of immediate danger or signs of significant physical distress**

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

### **Follow-up — Review with student of what took place and why (follow-up with witnesses)**

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

**Prone and Floor Restraints — Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met:** (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is

approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

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

## **VII. REPORTING PHYSICAL RESTRAINT USE**

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

### **Reporting within School and to Parents**

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

### **Report Contents**

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

### **Reporting to the Department of Elementary and Secondary Education**

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows:

The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working

days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

## **VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE**

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

### **Weekly Individual Student Review**

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

### **Monthly School-Wide Review**

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

## **IX. TRAINING REQUIREMENTS**

### **General Training**

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

### **In-Depth Training**

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

## **X. SPECIFIC PROCEDURES**

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention. These

procedures are implemented through the Safety Care training program. The Gloucester Public Schools annually trains two trainers to train district staff each year.

Designated staff participates in annual Safety Care training. Safety Care is a behavioral training program that provides the skills and competencies to prevent, minimize, and manage behavioral challenges. The district's social service staff members are trained in addressing issues of self-injurious behavior and suicide ideation.

Safety Care training also provides for alternatives to physical restraint, which include the above strategies.

Safety Care provides physical safety and physical management procedures that are designed to be simple and safe. The physical safety skills include; safe approach strategies, basic physical safety skills for safely avoiding contact, along with physical redirection skills. Physical management procedures include: a 1-person and a 2-person standing hold; two 2-person escorts; and a chair hold.

#### **Restraint Complaint Procedure**

Any individual who wishes to file a complaint regarding physical restraint practices, should immediately report their concern promptly to the school principal or designee. If the school principal receives the report, he or she will notify the Assistant Superintendent of the complaint. The Assistant Superintendent will promptly investigate the complaint and provide the complainant notification of the outcome of the complaint within a reasonable time period of receipt of the complaint.

*Legal Authority:*

*603 C.M.R. § 46.00*

*DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015*

*Approved by School Committee on April 13, 2016*

## **SPECIAL EDUCATION**

Under M.G.L. c. 71B and the Individuals with Disabilities Education Act of 2004 (“IDEA”) special education services are provided to students found eligible after an initial IEP Team meeting. To be found eligible for services, a student must have one or more of the following disabilities: mental retardation, a hearing impairment, a speech or language impairment, deaf-blindness, autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that, as a result of the disability(ies), the student is unable to progress effectively in the general education program without the provision of specially designed instruction, or is unable to access the general curriculum without the provision of one or more related services, the Team shall determine that the student is eligible.

The district offers an array of services designed to meet student needs. Special education services and placement determination are the responsibility of a multi-disciplinary team comprised of professionals who have assessed the student in any areas of suspected need, a regular education teacher, administration and, most importantly, the student’s parent or guardian.

Upon completion of an initial evaluation, the Team develops an individualized educational program (IEP) that highlights, among other things, the student’s strengths, areas of concern, strategies for accommodating for the student’s disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the *Parent’s Rights Brochure* are available in the Special Education Department located at Gloucester High School or from the school buildings’ Evaluation Team Facilitator.

## **SECTION 504 of the REHABILITATION ACT of 1973**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .”

The United States Department of Education, Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

The Gloucester Public Schools is also subject to Title II of the Americans with Disabilities Act of 1990 (Title II), including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

Section 504 also protects employees: “No qualified individual with a disability shall, on the basis of his or her disability, be subjected to discrimination in employment under any program or activity” receiving federal financial assistance.

Individuals who have complaints regarding the school district’s compliance with Section 504 may contact the District’s 504 Coordinator:

Gregg Bach, Assistant Superintendent  
2 Blackburn Drive  
Gloucester, MA 01930  
(978) 281-9833

Individuals who have complaints regarding the school district’s compliance with Section 504 can bring suit in federal district court against the school districts or persons in their individual capacity. Parents and employees can also file complaints with the OCR regional office at 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11<sup>th</sup> Floor, Boston, Massachusetts 02114. Employees can also file a complaint with the Equal



Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

## **SOCIAL NETWORKING POLICY (File: IJNDD)**

### **I. Internet AUP Still in Force**

This policy is adopted in addition to, and not as a substitute for, the Gloucester Public School District's Internet Acceptable Use Policy, which governs use of the school district's technological resources.

The following policy applies to all staff and volunteers of the Gloucester Public School District.

Although comments below may refer to staff members/volunteers, it is to be understood that all who are members of the Gloucester Public Schools community are subject to this policy.

### **II. General Concerns**

The Gloucester Public Schools recognizes the proliferation and, in some instances, usefulness, of online conversation and the sharing of media between teachers and students, and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator "friend" a student on Facebook, subscribe to a student's "twitter" account, regularly engage in email "chat" with a student, exchange text messages, photographs, video, or visual media of any kind with students or engage in any other form of electronic communication, the school district is concerned, and the educator should be concerned, that such activities may undermine the educator's authority to maintain discipline, encourage inappropriate

behaviors and compromise the educator's ability to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the staff member's/volunteer's, as well as the school district's ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members/volunteers communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a staff member/volunteer communicates outside of these resources, such information is not retained. The burden falls on the staff member/volunteer to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

### **III. Expectations of Staff**

With these concerns in mind, the Gloucester Public Schools has instituted this "Social Networking Policy," and announces its expectations for staff members'/volunteers' use of social networks such as Facebook, LinkedIn, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, staff members/volunteers should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to "privatize" the information they place online. You must educate yourself to the features of Facebook or any other social networking site you select. You will be responsible should any information—written, visual, or spoken—which you intended to be "private" become "public" due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.
2. You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in-person communications should be applied to online communications: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly "private."
3. The school district expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before using social networking for both your professional and personal life, to be sure that these lines never become blurred.

For example, if a staff member/volunteer wishes to establish a Facebook or personal email account through which he or she will communicate with students, he or she should establish a Facebook identity and email identity that is separate from his/her "personal" Facebook identity or personal email account. He/she should only use his/her educational Facebook account or educational email account to communicate with students and/or parents and guardians on matters directly related to education. The "friends" associated with such an educational Facebook account should only be members of the educational community, such as administrators, teachers, students, and parents of such students. It is strongly recommended that staff members/volunteers will reject friend requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communications, staff members/volunteers will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational Facebook account, a staff member/volunteer may not post confidential student information on the "wall", the "information" section, or through any part of that Facebook account that would be accessible to any other of the staff member's/volunteer's Facebook "friends" associated with that account. If a teacher wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.
5. Staff members/volunteers are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. Use of one's personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a staff member/volunteer uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation.

It only prevents the archiving of such messages through the school district's automatic email archiving system. We again remind staff members/volunteers that information sent or received by them, even through personal email or social network accounts, that are related to their capacity as a school employee, are still subject to public records retention, exemption and disclosure requirements."

6. If a staff member/volunteer conveys school-related messages to students and parents on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as he/she would any other document concerning that student. The staff member/volunteer should forward copies of any such emails or

online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure under the public records law.

7. No matter what medium of communication a staff member/volunteer selects, he/she should adhere to appropriate teacher/student boundaries. You are a role model, not a student's friend; you are his/her teacher (for example), and you should always conduct yourself in accordance with this understanding. Staff members/volunteers remain mandated reporters. If a student indicates he/she is at risk, neglected or is being harmed, the staff member is required by law to report such neglect or harm to the Department of Children and Family Services. The staff member should follow the District's protocol for mandated reporting of abuse.
8. This policy is not intended to infringe upon a staff member's/volunteer's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not as a citizen, restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.
9. Staff members/volunteers are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an educator.

Any conduct, whether online or not, that reflects poorly upon the school district or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student, such contact is not outside of the school district's authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. A staff member/volunteer may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing the district to vicarious liability in certain instances.

At the same time, the district recognizes that, in limited cases, use of cell phone text messages or cell phone calls or emails outside of regular school hours may be reasonably necessary. For example, in connection with school sponsored events for which staff

members/volunteers serve as duly appointed advisors, they may need to convey messages in a timely manner to students and may not have access to school based email accounts, school provided telephones or school based web pages. In such limited circumstances, the district anticipates that staff members/volunteers will make reasonable use of their cell phones or smart phones to convey time sensitive information on scheduling issues and the like.

10. Staff members/volunteers may not access their personal email accounts or private Facebook accounts using school district computer resources.
11. If you are communicating as an employee of the district in your online communications, you must be aware that readers will assume you "speak for the school district." Therefore, all of your online communications, written or visual (e.g., photography, video, etc.), whether you are actually acting on behalf of the district, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the school district.
12. In the use of your Facebook account or other social networking site, you may not, without express permission from the superintendent of schools, use the school's logo, likeness or any school photographs or other property that belongs to the school.
13. References to various social networks are not included to limit application of their policies to use of just those sites or programs. All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

Approved by the School Committee on October 10, 2012

## SEARCHES AND INTERROGATIONS (File JIH)

### Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

### Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC



## **STUDENT CONDUCT ON SCHOOL BUSES (File: JICC; EEAECE)**

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

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

SOURCE: MASC



## **STUDENT PUBLICATIONS (File: JICE)**

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

The School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

### Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. 71:82

SOURCE: MASC April 2007

## **STUDENT RIGHTS AND RESPONSIBILITIES (File: JI)**

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

## **TOBACCO USE BY STUDENTS (File: JICG)**

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

SOURCE: MASC

LEGAL REF: M.G.L 71:37H

CROSS REF.: ADC, Smoking on School Premises  
GBED, Tobacco Use on School Property by Staff Members



## **ANIMALS IN SCHOOL**

No animal shall be brought to school without prior permission of the building Principal.

The Gloucester School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

### **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

### **Animals Prohibited from School**

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Gloucester School District.

**Wild Animals and Domestic Stray Animals** - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

**Fur-Bearing Animals** (pet dogs,\* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

**Bats** - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

**Poisonous Animals** - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

**\*Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

## **Service Animals (Guide or Assistance Dogs)**

The Gloucester School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student’s parent or guardian, as well as the animal’s owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student’s use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC February 2011