



**THE GLOUCESTER PUBLIC SCHOOLS**

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## **PROGRAM SUB-COMMITTEE MEETING**

Friday, September 6, 2013

3:00 pm

Superintendent's Conference Room – District Office  
6 School House Road, Gloucester, MA 01930

### ***A G E N D A***

#### **I. CALL TO ORDER**

#### **II. REPORTS/DELIBERATIONS/DISCUSSION**

- \*A. Student and Staff Fundraising Policy, File JJE
- \*B. Bullying Policy, File JICFB
- \*C. Sawyer Medal Policy, File KCDA (*See policy approved on 5/22/13 and prior policy*)
- \*D. Preliminary Discussion on Admission of Students to Elementary Schools Policy, File JF (*Referred from School Committee Meeting of August 28, 2013*)
- \*E. Time on Learning/Extended Learning Time (*Referred from School Committee Meeting of August 28, 2013*)
- F. 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**

## STUDENT AND STAFF FUNDRAISING

### 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.

**The School Committee's fundraising policy applies to any fundraising activity conducted by any school-related group that is not a 501 (c) (3) registered non-profit organization.**

- B. 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.
- C. 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.
- D. All fundraising activities must be conducted per established fundraising procedures.
- E. 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.
- F. Elementary or middle school students may engage in door-to-door sales only to friends and family.
- G. Fundraising activities should not interfere with the educational priorities of the Gloucester Public School District.

- H. 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.
- I. 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.
- J. 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.
- K. 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.
- L. All fundraising activities must comply with federal and state law.
- M. In no case shall students engage in the direct monetary selling of raffle tickets, lottery tickets, games of chance or other forms of gambling as defined by Massachusetts General Laws Chapter 271, Section 7A.
- N. 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.  
  
**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.**
- O. Student organization fundraising conducted either on or off the premises of the Gloucester Public Schools will be subject to established administrative procedures.
- P. Charitable giving campaigns and outside organization fundraising conducted on Gloucester Public Schools premises will be subject to established administrative procedures.
- Q. 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.

**Example 1: If a restaurant wants donate 10% of their take on a given night to a school group, this would be an acceptable fundraiser.**

**Example 2: 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.

## **PUBLIC GIFTS TO THE SCHOOLS**

The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

SOURCE: MASC

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

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

### **A POLICY TO PREVENT BULLYING**

#### **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 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 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 37O, 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 REFERENCES**

1. An Act Relative To Bullying In Schools, 2010 (Senate, No. 2404).
2. Title VII of the 1964 Civil Rights Act, Section 703.
3. Title IX of the 1972 U.S. Civil Rights Act.
4. Chapter 151C, Massachusetts General Laws.
5. M.G.L., Chapter 76, Section 5.
6. M.G.L., Chapter 269, Sections 17, 18, and 19.
7. M.G.L., Chapter 71, Sections 82 and 84.

### **CROSS REFERENCES**

1. Gloucester Public Schools Policy Manual, File JK, Student Discipline.

## **Bullying Legislative Amendment**

The State Senate has taken action to include amendments to Bullying legislation around inclusion of school staff in the bullying legislative area. Over the course of the summer budget deliberations, other legislative actions were taken including the following amendments or changes itemized below. This is new law.

SECTION 72. Section 37O of chapter 71 of the General Laws, as appearing in the 2010 Official Edition, is hereby amended by inserting after the word "students", in line 6, the following words:- 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.

*Summary: Amends the definition of "Bullying" so that it now reads:  
"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that....*

SECTION 73. Said section 37O of said chapter 71, as so appearing, is hereby further amended by inserting after the word "student", in line 43, the following words:- or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

*Summary: Amends the definition of "Perpetrator" so that it now reads:  
"Perpetrator", a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.*

SECTION 74. The first paragraph of subsection (d) of said section 37O of said chapter 71, as so appearing, is hereby further amended by inserting after the first sentence the following sentence:- The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

*Summary: Adds the following sentence to subsection (d) of MGL 71:37O:  
(d) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.*

A legal opinion on the effect on school districts is forthcoming.

## Bullying Prevention and Intervention Policy

It is the intention of the Gloucester Public Schools to provide a working and learning environment for students, school staff and visitors in which they feel physically and emotionally safe. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Gloucester Public Schools prohibits bullying behavior in all its forms. Acts of bullying, which include cyberbullying, are prohibited:

I. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the Gloucester Public Schools, and

II. at a location, activity, function, or program that is not school-related, through the use of technology or an electronic device that is not owned, leased or used by the Gloucester Public Schools if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

### A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The Gloucester Public Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form

### Investigation Form.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be available in English, Spanish and Portuguese. At the beginning of each school year, the Gloucester Public Schools will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting

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procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

#### 1. Reporting by Staff

A staff member will report in a timely manner to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The Gloucester Public Schools expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

#### B. Responding to a report of bullying or retaliation.

##### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

##### 2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school

may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

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

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the

target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

#### E. Responses to Bullying.

##### 1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the Gloucester Public Schools use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37C(d)(v). Skill-building approaches that the principal or designee may consider include:

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

##### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct. All disciplinary action for students who are found to have committed an act of bullying or retaliation shall be in accordance with the Gloucester Public Schools disciplinary policies, which may include warnings, parent conference, loss of privileges or participation in school activities, detention, up to and including suspension of appropriate duration, or expulsion from school.

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

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

##### 3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

Parent education and resources. The Gloucester Public Schools will offer educational opportunities for parents and guardians that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the district or school. Programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification requirements. Each year the Gloucester Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy.

All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The Gloucester Public Schools Plan is posted on the district website at:

<http://www.gloucesterschools.com/administration/district-documents/policies/bullying-prevention-plan-policy>

DEFINITIONS

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

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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

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

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**THE GLOUCESTER PUBLIC SCHOOLS**

*Our mission is for all students to be successful, engaged, lifelong learners.*

File: KCDA

**SAWYER MEDAL**

From the Will of Samuel Sawyer: “I give and bequeath to the said City Government the sum of Three Thousand Dollars, in trust, to be invested as aforesaid and the income only to be applied through the hands of the School Committee in providing medals, to be awarded to meritorious scholars in the High and Grammar Schools, courtesy and exemplary conduct to be considered.”

O’Maley Innovation Middle School

Sawyer Medals will be awarded to no more than 10 students in the graduating class of the O’Maley Innovation Middle School who stand highest in the class and who satisfy the following criteria:

1. Students will have attended the Gloucester Public Schools for at least one year immediately preceding their graduation.
2. Students will have an average of at least 90% and a record of satisfactory school citizenship consistent with the SAILS program.

The average scholarship for any given year is found by obtaining the average of five grades. The first four grades are the averages for the year in Math, History, English and Science. The fifth grade is found by obtaining the average of all specialist courses, which include art, performing arts, health/physical education, and foreign languages and/or math remediation. MCAS or other tests may be used to break ties.

Students will be presented their medals at a School Committee ceremony with invitations to parents/guardians and the press to give public recognition to this academic honor.

Gloucester High School

Sawyer Medals will be awarded to as many as two students in each of Grades 10 through 12 and five students in Grade 9 who stand highest in the class and who satisfy the following criteria:

1. Students will have attended the Gloucester Public Schools for at least one year prior to the year of the award. (Transfer students who have completed one full year at Gloucester High School are eligible for Sawyer Medals.)
2. Students must have an average of at least 90% and there must be no ties.



3. Students must have a record of satisfactory school citizenship.
4. Students may not have received a Sawyer Medal in prior years (in either O'Maley or in GHS).

Sawyer Medals may be awarded to five ninth graders who stand highest in their class and to a male and female student in each upper class who have the highest academic average. The award for all students will be based on a cumulative average.

Students in Grade 9, 10 and 11 will be presented their medals at a School Committee ceremony with invitations to parents/guardians and the press to give recognition to this academic honor.

At the graduation ceremony, all winners of the Sawyer Medal who are members of the graduating class will be publicly recognized.

*Revised & Approved by the School Committee on 5/22/13*

### SAWYER MEDAL

Sawyer Medals will be award to the 10 students in the graduating class of the Central Grammar School who stand highest in the class.

The following rules will govern the awarding of medals:

1. To be eligible for a Sawyer Medal, a student must have attended the Gloucester Public Schools for one 5/75 years immediately preceding his graduation.
2. To be eligible for a Sawyer Medal, a student must have an average of 90% in deportment and in scholarship for the two years. If more than 10 receive the necessary marks, the achievement test may be used as the deciding factor.
1. The average scholarship for any given year is found by obtaining the average of six marks. The first five marks are the averages for the year in arithmetic, geography, history, language, and spelling respectively. The sixth mark is found by obtaining the average percent of the seven so-called minor subjects; namely, penmanship, music, drawing, manual training or sewing, physical training or hygiene, and reading.

#### High School

Sawyer Medals may be awarded to the boy and girl in each class who stands highest in the class.

They must have an average of 90% and there must be no ties.

By custom, no student may receive more than one Sawyer Medal, so in the High School awards have been made to the boy or girls who stands highest in his class and has not previously received a medal.

Excerpts from the Samuel Sawyer Will — “I give and bequeath to the said City Government the sum of three thousand dollars, in trust, to be invested as aforesaid and the income only to be applied through the hands of the School Committee in providing medals, to be awarded to meritorious scholars in the High and Grammar Schools, courtesy and exemplary conduct to be considered.”

**From 1997 on, we ensure the following policy:**

Ralph B. O'Maley School

Sawyer Medals may be awarded to five eighth graders who stand highest in each class and who have not previously been awarded a medal. Students awarded a Sawyer Medal must have an average of at least 90% and a record of satisfactory school citizenship. These names will be read at an appropriate school assembly at the O'Maley School.

Students in the eighth grade will be presented their medals at a School Committee meeting with invitations to parents/guardians and the press to give public recognition to this academic honor.

Gloucester High School

Sawyer Medals may be awarded to five ninth graders who stand highest in their class, and to a boy and girl in each upper class who has the highest academic average and who have not been previously awarded a Sawyer Medal. The award for all students will be based on a cumulative average.

Students in Grade 9, 10, and 11 will be presented their medals at a School Committee meeting with invitations to parents/guardians and the press to give recognition to this academic honor.

At the graduation ceremony, all winners of the Sawyer Medal, who are members of the graduating class, will be publicly recognized.

Transfer students who have completed one full year at Gloucester High School are eligible for Sawyer Medals.

## ADMISSION OF STUDENS TO ELEMENTARY SCHOOLS

### 1. **Introduction**

As a matter of principle and good practice in building community, the School Committee believes that children should have the opportunity to attend their local or neighborhood school. The School Committee also believes that:

- a) families resident in the City of Gloucester should have at least the same rights as with regard to School Choice as families living in other municipalities;
- b) siblings should be able to attend the same school;
- c) children with special needs should attend their local school unless due process determines that an alternative placement is in the interests of the student; and
- d) unless there are special circumstances, once a child is enrolled at a school s/he should be able to remain at that school through the grade levels for which the school makes provision, unless the student is removed for misconduct after due process under relevant laws and regulations.

Persistent budget shortfalls have required the committee to restructure the elementary school system and reduce the number of buildings and classes available in order to reduce facilities costs and thereby maintain its class size targets. The greater efficiency in the use of facilities creates a tension between the principle of the neighborhood school and the availability of places in the schools.

This policy is intended to ensure that admission of children to neighborhood schools is managed in an equitable manner with regard to the above principles.

### 2. **School Catchment Area**

The School Committee will establish local “catchment” areas for each elementary school from time to time. Children living within these areas shall have the right of priority in the admission procedure to their local school.

### 3. **Residence**

Families may use only one residence on the school admission application. The address must be that of the *permanent residence* of the child; i.e., where the child is expected to live at weekends and during school holidays as well as during the week. Children who spend part of their week with one parent and part with the other, at different addresses, must use the address at which they spend most of their time. The provision of a false address will result in the disqualification of the application if the application is for a school outside the catchment area of the permanent residence.

**4. School Choice**

Families resident in Gloucester have a right to request admission to a school other than their local catchment area school.

**5. Admission Arrangements**

- 5.1 The district will place an announcement in the media on or about March 1<sup>st</sup> each year informing residents of their responsibility to enroll children of school age in school, and their right to apply for admission to a school outside their neighborhood, if there is an appropriate place available.
- 5.2 Intra-district admission requests will open on March 7 and close on May 15.
- 5.3 By June 1 of each year, the Principal of each elementary school, after consultation with the Superintendent of Schools, will review the places available, enroll catchment area residents, and make a determination as to how many places the school has available for non-area students at each grade level.
- 5.4 In the event of there being more children seeking admission from within the catchment area than there are places as determined by the target class size, the Principal shall consult with the Superintendent of Schools, who will review the situation in the context of class sizes at the relevant grade level across the city. The Superintendent of Schools shall have discretion, in consultation with the Principal, to admit students beyond the target class size if, in so doing, the educational opportunities of other students in the class will not be jeopardized, The provisions of Paragraph 5.18 shall apply to such considerations.
- 5.5 If the number of children seeking admission to Kindergarten from within the catchment area is greater than the number of places available, students will be admitted on the basis of the proximity of their home to the school by the nearest safe route.
- 5.6 If the number of children newly resident in the catchment area after June 1 seeking admission is greater than the number of places available, students will be admitted on the basis of the proximity of their home to the school by the nearest safe route.
- 5.7 Siblings shall be given priority consideration within the above process, including priority prior to a lottery.
- 5.8 A child not admitted to its local school under the above process shall be treated as having the same rights as if s/he lived within the catchment area of the next nearest school, as will younger siblings.

- 5.9 Each grade level will be deemed to be full for the purpose of this policy when the average size of the classes at each grade level are at the target class size for the grade level. Average class size will be used for enrollment purposes to accommodate the discretion of Principals to organize classes of different sizes in response to the needs to students with special needs.
- 5.10 After establishing the number of places available for out of catchment area students at each grade level, the latter will be enrolled in the following order:
- (a) siblings
  - (b) other applicants

Where the number of applications is greater than the number of places available, the available places will be filled by a lottery conducted by the Principal.

- 5.11 Decisions on out-of-district applications will be made during the last week in June, with families notified about the outcome of the placement request postmarked no later than June 30. Out-of-district students will be enrolled in the following order:
- (a) siblings (in accordance with the 1994 amendment to the School Choice Law)
  - (b) other applicants

Where the number of applications is greater than the number of places available, the available places will be filled by a lottery conducted by the Principal.

- 5.12 Once admitted to the school a child shall be entitled to remain at that school through the grade levels for which the school makes provision, unless the student is removed for misconduct after due process under relevant laws and regulations, or the School Committee redistricts students.
- 5.13 If a family moves out of the City of Gloucester, the student must apply for admission to the school under the terms of the state School Choice regulations.
- 5.14 Once admitted to an out-of-catchment area school a student shall not have the right to return to his or her local school during the school year in question.

- 5.15 The School Committee will provide transport as required by law unless it chooses to make special arrangements to meet particular circumstances. Out-of-catchment area families will be responsible for the transport of their child/ren to and from the out-of area school. Families are responsible for ensuring that their children arrive at school punctually, and will be required to reapply for admission towards the end of any school year in which punctuality has in the view of the administration prejudiced the learning and participation of the student. In such cases the administration shall have given the family notice of its concerns orally and in writing and reasonable opportunity to meet attendance expectations. Families will confirm this responsibility by signing the admission application form.
- 5.16 In the event of a family changing their place of residence within the city after their child is enrolled in school, the child will have the right to remain at that school through the grade levels for which the school makes provision, unless the student is removed for misconduct after due process under relevant laws and regulations.
- 5.17 In the event of a family changing its place of residence within the city, the family shall have the right to enroll their child at the local school, subject to the provisions of Paragraphs 5.5 through 5.8 above.
- 5.18 In the event of student numbers increasing, such that the average class size at a grade level **at a school** would increase by 2 or more students, consideration will be given, within the resources available, to the district providing additional support for such teachers as may be affected, additional support may include but not be limited to the provision of supplementary adult support in the classroom, supplementary clerical support, or periodic release for grading and preparation purposes. If student numbers in a particular class are such as to cause concern that the addition of a further student would be prejudicial to the interests of students previously enrolled, the Superintendent of Schools will review the situation with the Principal and the family.
- 5.19 A change of school for a student with an IEP will require a meeting of the IEP team to review the implications of a change of placement.
- 5.20 Once admission arrangements for the year have been completed, Principals will maintain a waiting list. If places become available as a result of students transferring out of the school between June 1 and the opening of school, the available places will be allocated by lottery.

LEGAL REF.: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A  
603 CMR 26:01; 26:02; 26:03

*Adopted by the School Committee: May 14, 2008*

**Advisory on Free Transport Arrangements**

The district policy is that transport is provided where a child lives more than 1.5 miles from his or her school, unless the family has chosen a school other than the local school under the intra-district school choice arrangements.



## Time on Learning – My View

*Submitted by Superintendent Safier to the Gloucester Daily Times on September 5, 2013*

Recently, questions have been raised about time on learning in our elementary schools. These questions are actually part of a larger criticism of a pilot Universal Breakfast Program that is being implemented at Beeman and Veterans'. This will be discussed below.

The Department of Elementary and Secondary Education (DESE) is clear on its expectations for time on learning. Schools are to have 900 hours dedicated for that purpose.

The school day is 6 hours or 360 minutes long. Of that day, 45 minutes are scheduled for lunch and recess, inclusive of student travel time. Contrary to recent public statements, elementary schools do not have homeroom as do high schools. Students typically begin their day with independent work and/or social learning activities while attendance is taken. Years ago, our schools had a 15-minute morning snack and recess during the school day. Our schools no longer have this recess, and schoolwork is done during snack time except in Kindergarten, which is not subject to the 900-hour requirement.

Recent statements also claim 15 minutes of transition time, yet, students do not regularly pass between classrooms as they do in high school, and many specialist classes (art and music) are conducted in the classroom (students do not move). Students may leave the classroom 2-3 times per week for Physical Education, which in our schools constitutes a one-minute walk.

An actual account of time on learning in our elementary schools is as follows:

1. Out of a 6-hour day, there are 5.25 hours for time on learning when we subtract lunch, recess, and travel to and from class;
2. Over 180 days, this would total 945 hours;
3. Remove 2.25 hours time for 11 release days (the June 3 Early Release was optional; that will now be a full day of school). That brings the total to 920.25 hours;
4. From the 920.25, we can assume 4 minutes per day of transition for daily specialists totaling 12 hours; this brings the total to 908.25 hours;
5. If we allow (generously) a full hour per year to account for health screenings (postural, BMI, fluoride), the day's length is reduced by 20 seconds per day, lowering the total hours to 907.2.
6. Snack time is a working snack in our schools. Students read, write in journals, and often complete daily math practice. For the sake of argument, let's add 2 minutes for opening the snack. That brings the total number of hours to 901.2. We meet the DESE requirement.

Now, a word about breakfast. In a press release dated March 6, 2013, the Department of Elementary, along with the Department of Agricultural Resources, the New England Dairy & Food Council, the School Nutrition Association of Massachusetts, and Project Bread issued a challenge to districts statewide to increase and sustain student participation in the School Breakfast Program by 35 percent. In Gloucester, only 29 % of students eligible for free or reduced meals have breakfast in school. To meet the state's challenge, we are piloting a Breakfast in Class Program at Beeman and Veterans' (those are the only two schools where state reimbursement make this a viable option).

We consider these trial programs to be a moral obligation and an act of conscience. And, research shows that students who have breakfast perform better, and have better concentration. Schools also have less behavioral issues. The breakfast program will help all students in our elementary classrooms. (<http://bestpractices.nokidhungry.org/school-breakfast>; [www.frac.org](http://www.frac.org)). In essence, these benefits improve the quality of time on learning for all students.

For this program to succeed, however, students must be at work during breakfast. Plans are in place to ensure that happens. If we find that we cannot guarantee that students are engaged in time on learning during breakfast, then we will close the programs. But, if we can manage to maintain time on learning, while improving the quality of learning for all students throughout the day, then we feel obligated to give it a try.