

STONEHAM PUBLIC SCHOOLS



POLICY MANUAL



STONEHAM PUBLIC SCHOOLS
STONEHAM, MASSACHUSETTS

Bylaws, Policies and Regulations

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A GUIDE FOR THE USER

Policies

A policy is a guide for discretionary action. Although sources for the formulation of policy appear on many levels in the community and in the schools, only the School Committee can adopt policies. Through its policies, the School Committee establishes purposes and directions for the school department and directs the kinds of action that the administration and staff may take. Where appropriate and possible, policies offer administrators and teachers sufficient freedom to use their professional knowledge and judgment.

Bylaws

A bylaw is a rule by which the School Committee governs itself. Bylaws deal with the duties of members and officers of the committee, meetings, procedures for adopting bylaws, policies and regulations, internal committee operations and related matters.

Legal References

Legal references following many statements give additional information about the subject of the policy or regulation. Usually this reference lists a section of the Massachusetts General Law and its heading. In some instances, the legal citation is quoted in order that the reader may fully understand the positions authorized for or required of the School Committee. Unless otherwise specified, references to the Massachusetts General Law are those found in the *General Laws of Education Relating to School Committees* published by the Massachusetts Association of School Committees. All legal material bearing on the operation of the school department could not be included in a manual of this kind. The reference cited or quoted are those that the editor of the manual deemed most pertinent to the user's understanding of a particular statement.

Table of Contents

A table of contents precedes each series or subdivision of the manual. The reader will find items marked "reserved" in the tables of contents. Some of these entries reflect topic areas for which policy or regulation has not yet been adopted or approved or is not currently required; others permit orderly future expansion of the series.

One Policy, Regulation and Bylaw – One Page

The policies, regulations and bylaws have been placed one to a page whenever possible. This procedure not only permits the user to focus upon one operational item, but also allows the committee or superintendent to revise a bylaw, policy or regulation and subsequently to change only one page in the manual. That many statements, however, include more than one page must be stressed. In these instances, the section number remains the same and the appearance of the word "continued" at the bottom of the page alerts the user that the remainder of the statement follows on an additional page or pages.

Dates of Adoption, Approval and Changes

The date of the School Committee's adoption of a bylaw, policy or regulation and the date of the Superintendent's approval of a regulation appear at the lower left side of the page. When a

statement is amended, the school administration will provide the current statement with the date of amendment entered below the original date of adoption or approval. When a statement is rescinded or suspended, the school administration will supply the current statement, including its date of adoption or approval. If no bylaw, policy or regulation has yet been adopted or approved to replace a rescinded statement, the school administration will notify individuals in the school department who hold copies of the manual.

Index

Every major item has been included in the index at the back of this volume. Most items have been cross-referenced two or more times to assist the user in locating a specific subject.

Negotiated Agreements

The School Committee has negotiated with various organizations concerning conditions of employment. These negotiated agreements are carried in the Appendix to this manual. They shall be updated each time they have been approved by the committee. Through the use of an asterisk (*) and a reference at the bottom of the page, those items which have been negotiated between the committee and the employees are noted. The reader is referred to the negotiated agreements for additional information.

Updating the Manual

Because this manual must be kept up-to-date to accomplish its purpose, the school administration periodically will supply each person in the department who holds a copy of the manual with material or information to update the volume. Statements amending or replacing policies, regulations or bylaws will be punched, numbered and dated. Each such person promptly should remove all statements that have been amended or rescinded and should add the current material to the manual. The school administration will issue, at least annually, a list of revisions to assist each person in the department who holds a copy of the manual in insuring that it is current and complete.

(Editors note)

In editing this manual, the writer has attempted to eliminate words which might infer discrimination on the basis of sex. However, until a neuter substitute for "he/she" and their derivatives can be found, we have used the masculine pronoun wherever a pronoun was required. Please accept our apology.

SCHOOL COMMITTEE MEMBER ETHICS

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in his/her relations with his/her community should:

1. Realize that his/her primary responsibility is to the children.
2. Recognize that his/her basic function is to be policy making and not administrative.
3. Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a local and state level.
5. Remember that he/she represents the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities.

A School Committee member in his/her relations with his/her school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in his/her relations with his/her fellow Committee members should:

1. Recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings.
2. Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communications that exists in executive sessions.
4. Not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help or information on school problems

5. Make decisions only after all facts on a question have been presented and discussed.

Source: *Massachusetts Association of School Committees, 5/22/64*
NOTE: MASC code of ethics is intended to be a guideline for School Committee members. The code is not binding by law

BYLAWS

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BYLAWS

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B**

2-1

Title and Authority

The School Committee is a corporate body whose official title shall be the School Committee of the Stoneham Public Schools, Stoneham, Massachusetts.

Legal Reference:

Massachusetts Laws, 1826, ch.143, sec.5.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

2-2
B

2-2

Powers and Duties of the School Committee

The School Committee is accountable for the quality of the public schools and shall support policies and procedures needed to promote the highest quality of education for the community. The School Committee shall insure that the Superintendent and Administrative Staff translate this objective into practice.

The duties of the School Committee include the following:

1. To select and employ a Superintendent of Schools.
2. To select and employ a Secretary.
3. To determine and pass upon the Annual Budget.
4. To provide needed School Facilities.
5. To consider and to approve or reject the recommendations, of the Superintendent regarding:
 - a. All matters of policy.
 - b. Appointment of an Assistant Superintendent of Schools, Director of Special Ed. and Business Manager and Secretary to the School Committee.
 - c. Salary schedules and other personnel regulations.
 - d. Courses of study.
 - e. The selection of textbooks.
 - f. Other matters pertaining to the welfare of the schools.
6. To require reports of the Superintendent concerning the conditions, efficiency and needs of the schools.
7. To evaluate the effectiveness with which the schools are achieving the educational goals of the School Committee.

BYLAWS

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2-2 (continued)

8. To inform the public concerning the progress and needs of the schools and to solicit and weigh public opinion as it affects the schools.
9. To make policies deemed necessary for its government and the government of its employees and the students of the public schools.

Legal Reference:

M.G.L., ch.71 sec 36.

Secretary; appointment; duties.

M.G.L., ch.71, sec.37.

Powers and duties.

M.G.L., ch.71, sec. 38G. ***Certification of teachers.***

M.G.L., ch.71, sec. 41.

Tenure of teachers and superintendents: contracts with Superintendents.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-3

Legal Counsel

A. Town Counsel

Generally, the School Committee shall retain the town counsel to advise and to represent it on legal matters except those in which town finances are affected and those in which the School Committee may have a conflict with other local governmental agencies.

B. Legal Counsel for Special Purposes

When the School Committee deems it in the best interest of the town, the School Committee may employ other legal counsel for special purposes and may pay legal fees from the school budget.

C. Legal Counsel for Collective Bargaining

The School Committee may employ legal counsel for collective bargaining and may approve a maximum of twenty-five thousand dollars (\$25,000) in legal fees. Any additional fees must be approved by the Board of Selectmen.

Legal Reference:

M.G.L.,ch.71, sec.37E. Counsel of collective bargaining.

M.G.L.,ch.71, sec.37F. Employment of legal counsel for general purposes.

Adopted: January 19, 1978

Revised: March 12, 1987

Reviewed: January 24, 2002

BYLAWS

2-4

2-4

Composition of the School Committee

The School Committee of the Town of Stoneham consists of five (5) members elected at large by the voters of the town.

Legal Reference:

M.G.L., ch.41, sec.1.

School Committee; number; term.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

2-5

2-5

Qualifications, Election, Oath of Office, Term and Vacancies

- A. Qualifications
Every candidate for election to the School Committee must be a voter of the town and must meet other personal qualifications established by state law.
- B. Election
The School Committee consists of five (5) members elected at large for terms of three (3) years by the voters of the town. In two consecutive annual town elections two (2) members are elected, and every third year one (1) member is elected.
- C. Oath of Office
Before assuming the position on the School Committee, each member-elect shall take an oath of office administered by the town clerk.
- D. Term of Office
The term of office for members elected by the voters of the town shall begin on the day following election and shall be three (3) years or until a successor is elected and qualified.
- A voter appointed to fill a vacancy on the School Committee shall serve until the next town election, at which time a member shall be elected to serve the unexpired term.
- E. Vacancies
A vacancy in the membership of the School Committee shall be filled by a majority vote of the combined membership of the Board of Selectmen and the remaining members of the School Committee at a meeting the selectmen call for the sole purpose of filling the vacancy until the next town election.

Legal Reference:

Code of the Town of Stoneham, Mass., sec.2-2 Elections

Code of the Town of Stoneham, Mass., sec 2-3 Filling vacancies.

M.G.L., ch.41, sec. 1. School Committee; number; term.

M.G.L., ch.41, sec. 11. Vacancy in town office

M.G.L., ch.41, sec. 107. Oath of office; beginning of term.

Adopted: January 19,1978

Reviewed: January 24, 2002

2-8

Compensation and Expenses

A. Compensation

Members of the School Committee shall serve without compensation.

B. Expenses

Members of the School Committee or its official representatives shall be reimbursed for expenses incurred in the performance of their official duties.

Legal References:

M.G.L.,ch.71, sec.52.

Compensation.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

**2-9
B**

2-9

Conflict of Interests

At the annual organizational meeting each member of the School Committee shall be given a copy of the updated Massachusetts General Laws pertaining to conflict of interests. Members shall comply fully with the intent and letter of all legal provisions regarding conflict of interests.

Legal Reference:

M.G.L., ch.268A

Conduct of public officials and employees.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-10

Authority and Responsibility of School Committee Members

A. Authority

Members of the School Committee may exercise their powers and duties only when the School Committee is in session or when the School Committee is in session or when the School Committee specifically delegates a temporary assignment to an individual member. The School Committee shall not be bound in any way by any statement or action of any School Committee member or employee unless the statement or action is pursuant to specific instructions or policies of the School Committee.

B. Responsibility

Members of the School Committee are responsible for upholding the laws and the Constitution of the Commonwealth of Massachusetts and for implementing the regulations of the State Board of Education. School Committee members are responsible to the people of the town for the education of their youth.

Individual members of the School Committee are responsible for certain duties:

1. To become familiar with state laws and local bylaws, policies and regulations.
2. To have a general understanding of the current objectives and goal of the school department.
3. To represent the School Committee and the schools to the public in a way that promotes popular interest and support for local education.
4. To prepare for meetings by carefully studying all materials sent out prior to the meeting.
5. To make decisions based upon reliable information and to consider each decision in terms of its effect upon the students.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

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2-11

Orientation

The School Committee shall provide an orientation program for new members in order to acquaint them with the procedures of the School Committee and the scope of its responsibilities. Copies of the bylaws of the School Committee, the policies and regulations and any additional material that might assist the new members in their role on the School Committee shall be made available. The Superintendent shall set aside time to answer questions arising from the study of the documents provided and shall cooperate fully in assisting new members to become informed and active School Committee members. All newly elected members will be encouraged to accompany the School Committee Chairperson and/or Superintendent of Schools to the "On Board Workshop" orientation offered by M.A.S.C.

Adopted: January 19, 1978
Reviewed: February 7, 2002

Student RepresentativeA. Election

Each fall, after the high school student body elects its Student Council, the Student Council shall elect from its members five (5) representatives who shall serve as a Student Civic Advisory Committee to the School Committee. The Student Advisory Committee must include a member of each of the four (4) grade levels enrolled at the high school.

The members of the Student Advisory Committee shall, at their first meeting elect from among their number a Chairperson who is anticipated to graduate at the end of the current academic year and a Vice-Chairperson who is anticipated to graduate at the end of the next academic year. The Chairperson and Vice-Chairperson shall serve as ex-officio, non-voting members of the School Committee, also referred to as "Student Representatives."

B. Duties and Responsibilities

The Student Representatives shall be entitled to participate in meetings of the School Committee with the following exceptions:

1. They shall not have voting privileges.
2. They shall be excluded from receiving confidential information given to the members elected by the voters of the town.
3. They shall be excluded from executive sessions.
4. One or both Student Representatives will attend all regularly scheduled School Committee meetings, but will be allowed to leave at 9:00 p.m.

Students Representatives shall have no authority or responsibilities assigned by law to members elected by the voters of the town. However, Student Representatives may participate in discussions and receive recognition from the chairman to raise questions during public meetings.

Legal Reference

<i>Adopted</i>	<i>January 19, 1978</i>
<i>Revised</i>	<i>January 24, 2002</i>
<i>Revised</i>	<i>January 28, 2010</i>
<i>Revised</i>	<i>May 24, 2018</i>
<i>Legal Reference</i>	<i>M.G.L. Ch.71, §38M – Student Advisory Committees</i>

BYLAWS

2-13
B

2-13

Officers: Election and Term of Office

A. Chairman and Vice-Chairman

At the School Committee meeting following the close of the annual town meeting, the School Committee, by a majority vote of its membership, shall elect from its membership a chairman and vice-chairman. In the event the chair and vice-chair are not reelected or do not seek reelection, reorganization will take place the meeting following the annual election. The chairman and vice-chairman may serve a maximum of two (2) consecutive terms.

The Superintendent shall serve as chairman pro tem of the meeting until the election of the new chairman.

B. Secretary

Unless the School Committee votes otherwise, the Superintendent shall serve as secretary to keep a permanent record book in which its votes, orders and proceedings shall be recorded and to perform other duties that the School Committee assigns.

Legal Reference:

M.G.L., ch.71 & 36. *Secretary appointment; duties*

Adopted: January 19, 1978

Reviewed: January 24, 2002

Revised: March 27, 2008

BYLAWS

2-14
B

2-14

Duties of the Chairman and Vice Chairman

A. Duties of the Chairman

The duties of the chairman include the following:

1. To preside over sessions of the School Committee and to maintain order in accordance with the School Committee's bylaws. In the absence of the chairman, the vice-chairman shall assume these duties.
2. To vote on all questions. The chairman may take part in the discussion if he wishes.
3. To serve as an ex officio member of all committees.
4. To sign documents as required by law.
5. To perform other duties necessary to carry out the responsibilities of the office.

B. Duties of the Vice-Chairman

The vice-chairman shall perform duties that the chairman or the School Committee assigns to the office.

In the absence of the Chairman from a meeting, the vice-chairman shall have the authority and obligations of the chairman.

C. Chairman Pro Tem

If both the chairman and vice-chairman are absent, the School Committee may elect a chairman pro tem from the members present at the meeting.

Legal Reference:

M.G.L., ch.72 & 2A.
M.G.L., ch.72 & 3.

Annual report of school attending children
Annual transmission of school returns

Adopted: January 19, 1978
Reviewed: January 24, 2002

BYLAWS

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2-16

Officers: Vacancies

A. Chairman

If a vacancy occurs in the office of the chairman, the vice-chairman shall assume the office until the School Committee regains full membership and elects a new chairman by a majority vote of its membership.

B. Vice-Chairman

If a vacancy occurs in the office of the vice-chairman, the School Committee, upon regaining full membership, shall elect a new vice-chairman by a majority vote of its membership.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-19

Committees

A. Standing Committees

The School Committee shall have no internal standing committees.

B. Other Boards, Commissions and Committees

If the School Committee is required or is requested to make appointments to other boards, commissions, and committees, the chairman, with the approval of the School Committee, may make the appointment from both the membership of the School Committee and the public at large as the appointment may require.

C. Special Committees

The chairman may appoint or the School Committee may elect temporary committees from the School Committee membership as may be expedient to gather information, to conduct surveys or to perform other assigned tasks. The work of special committees shall be confined to their specific assignments, and they shall have only such authority as the School Committee directs. They shall make their reports directly to the School Committee as a whole.

These special committees shall be temporary and shall terminate upon the presentation of their final reports to the School Committee or at the discretion of the chairman.

All committees appointed by the School Committee shall be advisory.

(Editor's Note; See also the policy on Citizens Advisory Committees in the series on Community Relations in this manual)

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

2-20
B

2-20

Formulation of Policy

Representing the people of the district, the School Committee is the legislative body that determines questions of general policy for the public schools. In accordance with its bylaw and upon the basis of recommendations of the Superintendent, the School Committee takes final action on proposals for policy regardless of their source. The Superintendent shall be responsible for preparing drafts of policy for consideration by the School Committee. The Superintendent is encouraged to consult with the town counsel and members of the community and with school personnel and students who would be affected by the suggested policy.

The School Committee encourages the public to contribute to policy formulation through communications to the Office of the Superintendent, attendance at School Committee meetings and other appropriate avenues

Adopted: January 19, 1978
Reviewed: January 24, 2002

BYLAWS

**2-21
B**

2-21

Policy : Adoption, Amendment, Repeal and Suspension

A. Generally

The School Committee from time to time shall adopt policies and shall cause them to be published.

B. Adoption, Amendment and Repeal

1. Proposals for policy or for the amendment or repeal of existing policy shall be submitted in writing to all members of the School Committee and to the Superintendent prior to a regularly scheduled School Committee meeting at which the proposed policy, amendment or repeal shall be read and discussed. A vote on the matter shall take place at the next regular meeting of the School Committee. A majority vote of the membership of the School Committee shall be required for the adoption, amendment or repeal of a policy.
2. The School Committee may make exceptions to the above requirements when, in the opinion of the School Committee, the immediate adoption, amendment or repeal of a policy is imperative. The School Committee may adopt, amend or repeal a policy upon the affirmative vote of four (4) members of the School Committee when no written notice has been given.
3. Unless otherwise specified, a policy or an amendment shall take effect on the date of its adoption and shall supersede the policy previously adopted by the School Committee on that subject. Unless otherwise specified, the repeal of a policy shall take effect on the date of the action by the School Committee.

C. Suspension

If the School Committee wishes to take action contrary to existing policy, it may suspend the policy only in the following manner: (1) upon a majority vote of the membership of the School Committee at a meeting in the call for which the proposed suspension has been described in writing; or (2) upon the affirmative vote of four (4) members of the School Committee when no written notice has been given.

Adopted: February 8, 1979

Reviewed: January 24, 2002

BYLAWS

2-22
B

2-22

Bylaws: Adoption, Amendment, Repeal and Suspension

A. **Adoption, Amendment, Repeal**

Proposals for bylaws or for the amendment or repeal of existing bylaws shall be adopted by a majority vote of the membership of the School Committee at two (2) consecutive regular meetings in the calls for which the proposed bylaw, amendment or repeal has been described in writing.

Unless otherwise specified, a bylaw or an amendment shall take effect on the date of its adoption and shall supersede all bylaws previously adopted by the School Committee on that subject. Unless otherwise specified, the repeal of a bylaw shall take effect on the date of the action by the School Committee.

B. **Suspension**

If the School Committee wishes to take action contrary to the existing by laws, it may suspend the bylaw or bylaws only for one meeting at a time and only in the following manner: (1) upon a majority vote of the membership of the School Committee at a meeting in the call for which the proposed suspension has been described in writing; or (2) upon the affirmative vote of four (4) members of the School Committee when no written notice has been given.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-23

Formulation and Adoption of Regulations

A. Formulation

The School Committee shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These rules and detailed arrangements shall constitute the administrative regulations governing the schools and must be consistent in every respect with the policies adopted by the School Committee.

In the absence of applicable policy, the Superintendent is authorized to establish needed regulations; subject to later confirmation in policy should the School Committee so wish.

B. Adoption

The School Committee itself shall formulate and adopt administrative regulations only when specific state laws require School Committee adoption and may do so when the Superintendent recommends adoption in light of strong community attitudes or probable staff reaction.

The School Committee reserves the right to review and to veto administrative regulations if they are inconsistent with the policies adopted by the School Committee.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

2-24
B

2-24

Complaints Regarding Employees

Complaints against an employee of the School Committee, other than the Superintendent, that arise within the membership of the School Committee or that come to the attention of the committee through the Superintendent shall be referred to the Superintendent for an investigation. The Superintendent shall ascertain the facts concerning the complaint shall attempt to resolve the matter on an administrative level and shall make a report to the School Committee if requested.

Adopted: January 19, 1978
Reviewed: January 24, 2002

BYLAWS

2-25
B

2-25

Communication between School Committee and Staff

The School Committee and its members shall deal with the Superintendent with respect to all matters for which the Superintendent is responsible. Reports and recommendations from an employee to the School Committee shall be made through the Office of the Superintendent. Decisions by the School Committee requiring or authorizing an action by an employee or requiring a report shall be directed to the Superintendent.

Adopted: January 19, 1978
Reviewed: January 24, 2002

BYLAWS

2-27
B

2-27

Meetings: Generally

Except for business that state law permit to be conducted in executive session, the School Committee shall transact school business in public meetings. A meeting is defined as any prearranged discussion of public business of the public body by a majority of its members.

The School Committee encourages all residents and school employees to attend its public meetings.

Legal Reference:

M.G.L., ch.39, sec.23A Definitions; open meeting law.

M.G.L., ch.39, sec.23B Open meetings; notice; record.

Adopted: January 19, 1978

Reviewed: March 12, 1987

Reviewed: January 24, 2002

2-28

Public Notification of Meetings

A. Generally

The public may obtain notice of the time, place and purpose of every regular meeting of the School Committee through the official bulletin board of the town, the news media or a telephone call to the Superintendent's office.

Except in an emergency, the secretary will file with the town clerk, at least forty-eight (48) hours in advance, a notice of all the meetings of the School Committee.

B. Advance Information

The School Committee may authorize the sending of advance notification, agendas and supplement information without charge to organizations or individuals.

C. Regular Meetings

Following the adoption of a schedule at the regularly scheduled meeting in August each year, the School Committee shall release to the public, through a variety of means, a schedule of its regular meetings for the year.

D. Special and Emergency Meetings

The news media requesting advance notification of special or emergency meetings that will not permit posting forty-eight (48) hours in advance shall be listed in the office of the Superintendent. The media listed shall be notified by telephone of the time, place and purpose of all special emergency meeting.

Legal Reference:

M.G.L., ch.39, 23A and 23B

Adopted: January 19, 1978

Revised: January 24, 2002

BYLAWS

2-29
B

2-29

Annual Organizational Meeting

At the first regular scheduled meeting following the close of the annual town meeting, the School Committee shall hold its Annual Organizational Meeting for the following purpose:

1. To elect one of its members as Chairman.
2. To elect one of its members as Vice-Chairman.
3. To appoint a Secretary.
4. To insure that each newly elected member has been furnished a copy of Section 23B of Chapter 39 of the Massachusetts General Laws, that the new member has signed a written acknowledgement of having received the information and that the oath of office has been administered to the new member.
5. To transact other business that properly comes before the School Committee or that is required by law.

The Superintendent shall preside at the Annual Organization Meeting for the purposes of calling the meeting to order and electing a Chairman.

Legal Reference:

M.G.L., ch.39, sec. 23A and 23 B.

Adopted: January 19,1978
Reviewed: January 24, 2002

BYLAWS

2-30
B

2-30

Regular Meetings

The secretary shall notify the town clerk forty-eight (48) hours in advance of each regularly scheduled meeting.

The School Committee shall conduct the meetings in accordance with its bylaws.

Adopted: *January 19, 1978*

Reviewed: *January 24, 2002*

2-31

Special and Emergency Meetings

Special Meetings

- A. The Chairman or any two School Committee members may call a special meeting by having the Superintendent serve upon each member of the School Committee at least two (2) days prior to the date of the meeting a written notice of purpose, time and place of the meeting. Serving this notice by mail is authorized. The officer or the members calling the meeting must sign the notice.

The committee shall comply with the procedure for advance notice in the School Committee's bylaw on public notifications of meetings.

The School Committee shall consider only those items noted in the call for the meeting.

- B. Emergency Meeting

An emergency meeting is defined as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action".

If an emergency requires immediate official action by the School Committee, an emergency meeting may be called in the same manner as a special meeting with the following exceptions: (1) the advance notice may be made by telephone; and (2) the requirement of two (2) days' advance notice shall be waived.

The School Committee shall comply with the procedure for advance notice in the bylaws on public notification to the news media.

The School Committee shall consider only those items included in the call for the meeting.

Legal Reference:

M.G.L., ch.39, sec.23A and 23B

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-33

Executive Sessions

A. Adjournment to Executive Sessions

Upon a majority vote of the members of the School Committee recorded on a roll call vote, the School Committee may adjourn to executive session. The motion to adjourn to executive session shall include the purpose or purposes of the session as permitted by state law. The presiding officer shall cite the purpose or purposes of the executive session and shall state whether the School Committee will reconvene following the executive session.

The School Committee may consider in executive session only the general areas specifically stated in the motion to adjourn to the session.

B. Records

Accurate records of the proceedings of an executive session shall be maintained and shall include the date, place, time, members present or absent and recorded votes on all actions taken during session. The proceedings or executive sessions may not be recorded by mechanical or electronic reproduction equipment. At the request of a member of the School Committee, a roll call vote shall be taken in open session to verify a vote taken in executive session.

The records of executive sessions shall be stamped "CONFIDENTIAL" and shall remain confidential as long as the publication of the record may defeat the lawful purposes of the executive session. The School Committee shall periodically review the minutes of executive sessions and shall release records that no longer meet the legal requirement of confidentiality. As they are released to the public, the records shall be appropriately stamped as released and shall include notation of the date of release.

Legal Reference:

M.G.L., ch.39, sec.23B

Open meetings; notice; record; remedy for non-compliance.

Adopted: January 19, 1978

Reviewed: January 24, 2002

BYLAWS

2-34
B

2-34

Agenda for Meetings

A. Preparation

The Superintendent, with the advice of the chairman of the School Committee, shall be responsible for preparing the agenda for each meeting of the School Committee. The agenda shall be the guideline by which the chairman shall conduct the meeting.

Patrons of the school district who wish to suggest items for inclusion on the agenda must submit a written request to the office of the Superintendent at least ten (10) working days prior to the day of the meeting. This requirement, however, shall not apply in cases of suspended or expelled students.

A specific time shall be set aside during each meeting to allow the public to address the School Committee.

B. Agenda and Accompanying Material

School Committee members shall receive the agenda and accompanying material not later than two (2) days before the regular meeting. The material shall include information that School Committee members need to study in order to make decisions at the meeting.

C. Information for the Public

A list of the items on the agenda and copies of select non-confidential documents pertaining to the agenda of the meeting shall be made available to the public and news media in attendance at School Committee meetings.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-35

Procedures for Meetings

A. Quorum

At any meeting of the School Committee, a majority of the members of the committee shall constitute a quorum, which is necessary for the transaction of business.

B. Presiding Officer

At the hour and place of the meeting, the chairman, or in his absence the vice-chairman or a member elected by the members present shall assume the chair and shall declare the meeting in order.

C. Voting

A vote of a majority of the members present shall be sufficient to adopt motions and resolutions except those for which the committee's bylaws or state law require otherwise.

On all motions for which state law required a roll call vote, the secretary shall call the roll of the members composing the School Committee and shall record in the minutes the names of the members voting "yes" or "no". Any member of the School Committee may demand a roll call vote on any motion or resolution, at which time the secretary shall call the roll and shall record in the minutes each member's vote. Roll call votes may be taken to affirm an action taken in executive session.

D. Parliamentary Procedure

All meetings of the School Committee shall be conducted in accordance with the latest edition of Robert's Rules of Order, Revised, except as otherwise provided by the School Committee's bylaws or policies or by state law.

E. Absence of Member from Remainder of Meeting

A school Committee member who must leave for the remainder of the meeting shall notify the chairman before departing.

Adopted: January 19, 1978

Reviewed: January 24, 2002

2-36

Minutes of Meetings

A. Generally

The minutes of a meeting of the School Committee shall constitute the official written record of the School Committee's deliberations and actions. The minutes of a School Committee meeting shall become the official minutes after they have been approved by the membership at a subsequent meeting and immediately thereafter have been signed by the secretary. The official minutes shall be in the safekeeping of the secretary, who shall see that they are available for general public examination during office hours.

B. Recording and Approving the Minutes

The secretary shall record the proceedings of each meeting of the School Committee and shall include, when possible, minutes of the previous meeting in the agenda for the next regular meeting.

An item early on the agenda shall be the approval of the minutes of the previous meeting or meetings of the School Committee. If the agenda information included copies of the minutes, the School Committee shall waive the reading of the minutes. The secretary shall record in the minutes of the current meeting all corrections the School Committee makes in the minute of the previous meeting.

C. Content and Style

In content and style, the official minutes shall be as brief and simple as possible and still contain the essential facts about each meeting. The minutes should include the following information:

1. The nature of the meeting and its time and place.
2. The names of members of the School Committee and members of the central office staff who attended the meeting.
3. Approval of the minutes of the previous meeting or meetings.

Minutes of Meeting (cont)

4. All actions.
5. The names of persons making and seconding motions
6. The exact wording of all motions and amendments thereto.
7. A record of all votes and declarations by the chairman that motions carried or were defeated.
8. A record of adjournment.

The secretary shall note in the minutes of each meeting the late entry, departure and when it occurs, the return of any member of the School Committee. These notations shall be placed in the minutes at the appropriate places.

The secretary shall record all items not noted in this bylaw or recommended by state law or regulations

D. Executive Sessions *

The minutes of executive sessions shall be recorded and maintained in confidence until released by a majority vote of the School Committee members present. The secretary shall record the minutes of executive sessions on pages separate from the minutes of the open meeting and shall maintain the minutes of the executive session in a binder marked "CONFIDENTIAL". Upon the public release of the minutes or sections thereof they shall be so marked as released and the date of the release.

*See BYLAW 2-33

Legal Reference:

M.G.L.,ch.71, sec.36
M.G.L.,ch.39, sec.23B
M.G.L.,ch.66, sec.6
M.G.L.,ch.66, sec.10

Secretary; appointment; duties.
Open meetings; notice; record.
Records of public proceedings;
preparation; custody
Public inspection of record.

Adopted: January 19, 1978
Reviewed: January 24, 2002

BYLAWS

2-38
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2-38

Complaints to the School Committee

The School Committee shall not honor any request by individuals or groups who desire to discuss or to present complaints against students or school employees either singularly or collectively until or unless the complaints have gone through the proper channels and the Superintendent has received the complaint in writing.

The chairman shall rule such speaker to be out of order until he has complied with the guidelines and policies of the School Committee in regard to resolving the problem at a lower level.

Adopted: January 19, 1978
Reviewed: January 24, 2002

PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comment.

The School Committee meeting is a business meeting held in public, not a public meeting. Public comment is the only opportunity to speak during the meeting, and is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes. All speakers are encouraged to present their remarks in a respectful manner. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
2. Speakers will be allowed up to two (2) minutes to present their material and must begin their comments by stating their name and address. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct.
5. Written comments may be presented to the presiding Chair before or after the meeting. Written comments will be distributed to the Committee, but will not be included in verbal public comment. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the Stoneham School Committee.
6. Sign up instructions will be provided for those who wish to participate in Public Comment.

LEGAL REFS: M.G.L. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MINUTES
BEC, EXECUTIVE SESSIONS
BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

First Reading: November 2, 2023
Adopted: November 30, 2023

ADMINISTRATION

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ADMINISTRATION

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3-1

Purpose

The primary purpose of school administration is to create and foster an environment in which students can learn most effectively. Dominant among the responsibilities of the administration are the development of a curriculum founded upon the goals and objectives of the School Committee and the selection of outstanding teachers.

The Superintendent, under the guidance of the policies of the School Committee, has responsibility for mobilizing and coordinating an educational program to stimulate students in the pursuit of their educational goals.

Adopted: October 12, 1978
Reviewed: January 24, 2002

3-2

Philosophy Regarding Administrators*

A. Administrator's Commitment

The School Committee looks to and depends on the administrative staff for educational leadership and management of the school system. The School Committee expects administrators to act in a highly professional manner at all times and to be aware of the strong impact of their actions both on the students and on the community that the school system is committed to serve. If it is impractical for an administrator to live in Stoneham, the administrator shall recognize the responsibility to make himself to be available to the school department at all times.

In this era of collective bargaining, administrators will both support and explain the town's economic limitations that result in compromise agreement on economic issues. Administrators will recognize their primary responsibility to administer any resulting contract in a fair and impartial manner and to seek always to follow the contract to the letter, to avoid unnecessary grievances and, when grievances do arise, to settle them, if possible, at the first step.

B. School Committee's Commitment

Recognizing the paramount role of the administrators in developing and maintaining excellence in the school system, the School Committee pledges its best effort to compensate its administrators appropriately and, in addition, to provide the support, flexibility in hours, fringe benefits and recognition and respect vital to excellence in education. The School Committee understands that the morale of the administrators is important in the general operation of the Stoneham Public Schools.

*See the Letter of Agreement between the School Committee and the administrative staff of the Stoneham Public Schools, July, 1977.

Adopted: October 12, 1978
Reviewed: January 24, 2002

ADMINISTRATION

3-3
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3-3

Administrative Salary Guides

Administrative salaries for those positions subject to individual contracts shall be determined by budget guidelines recommended by the superintendent and approved by the School Committee. Individual administrators shall also be eligible for additional longevity or educational attainment compensation similar to that provided for other school administrators.

In addition to any annual changes that may be approved, base compensation may be considered for adjustment due to the following reasons:

- A change in the individual's scope of responsibilities or work year;
- A desire to recognize consistently outstanding performance.

Adopted: October 12, 1978

Revised: February 12, 1987

Reviewed:

January 24, 2002

Revised: April 26, 2012

ADMINISTRATION

3-4

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3-4

Fringe Benefits *

With the exception of the items noted below, the administrative staff shall be entitled to all benefits allowed under the current contract agreement of the Stoneham School Committee and the Stoneham Teachers' Association.

1. The provisions of the "sick leave bank" shall not apply to the administrative staff.
2. Unused leave of absence is cumulative to two hundred (200) days for administrators who work less than a full year and to two hundred and forty (240) days for administrators who work a full year. This cumulative leave may be used only for personal illness.

* See the Letter of Agreement between the School Committee and the administrative staff of the Stoneham Public Schools, July 1977.

Adopted: January 19, 1978

Reviewed: January 24, 2002

ADMINISTRATION

**3-5
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3-5

Consultants

A. Paid Consultants

The committee may engage the services of paid consultants when, in its judgment, these services will benefit the school department.

B. Unpaid Consultants

The committee encourages the use of consultants if no fee or obligation is required. These persons must be approved by the Superintendent prior to any assignment.

C. Staff Members as Consultants

Staff members who are requested to work as consultants to other school districts, educational institutions, state and national education associations or other nonprofit organizations may be permitted to do so at the discretion of the Superintendent. The Superintendent shall take into consideration the opportunity for the professional improvement of the employee, the value of the experience to the school department and the amount of the employee's work load that can be shared without adversely affecting the school department.

In general, the committee subscribes to the principle that no employee of the committee shall be paid twice for the same work period. The employee, therefore, may use leave time with pay, leave without pay or other leave that, in the judgement of the Superintendent, is consistent with this policy.

Adopted: October 12, 1978
Reviewed: January 24, 2002

ADMINISTRATION

3-6
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3-6

Working Conditions

A. Working Days

Administrative and supervisory personnel are employed on contracts to perform certain functions in the school department. The School Committee shall establish for this group of employees the number of working days to be included as a covenant in the individual's contract.

B. Hours of Employment

The workday for administrative and supervisory employees shall coincide with the hours established for the central administrative office. The Superintendent shall establish the hours of employment for administrative and supervisory personnel. These hours shall be the time required to complete the work for which the personnel were employed. This group of personnel is expected to be available to the staff and/or parents for conferences, meetings, etc., at the discretion of the Superintendent.

Adopted: October 12, 1978

Reviewed: January 24, 2002

ADMINISTRATION

3-7
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3-7

Internships

The committee approves of the school department's administrative internship program and in joining with colleges and universities in training administrative interns. It is the intent of the committee for interns to gain experience in school administration and for the department to benefit from the services of the intern.

Before an intern can train in the department, an agreement approved by the School Committee must exist between the school department and the intern candidate or the institution of higher learning at which the intern is a student. The agreement(s) shall delineate clearly the roles of the department and the individual or the institution of higher learning. The intern shall be given a specific job description and, during the period of the assignment, shall be responsible to an immediate superior in the school department.

Adopted: **October 12, 1978**
Revised: **February 12, 1987**
Reviewed: **January 24, 2002**

3-8

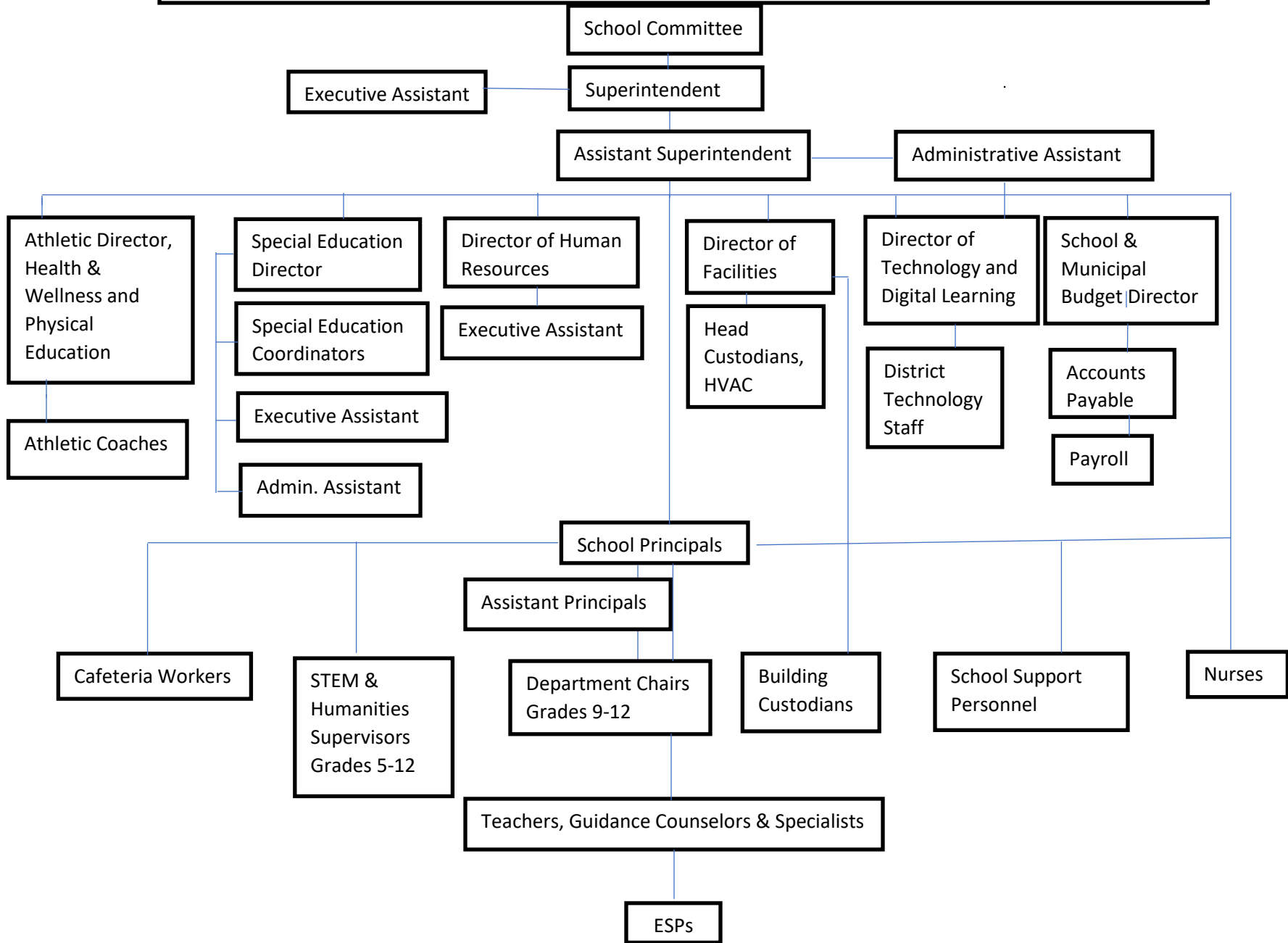
Lines of Responsibility

The School Committee desires that lines of responsibility be established and be clearly understood by everyone involved. The School Committee also values the interchange of ideas outside the established framework of direct responsibility and welcomes the free and open flow of ideas and assistance among personnel at every level. The following principles shall govern the administrative operation of the school system.

1. Responsibility shall flow simply and clearly from the School Committee through the Superintendent to the Supervisors. Principals and Teachers to the Students
2. Each member of the staff shall be informed as to whom he is responsible and for what functions.
3. Each member of the staff shall be made responsible to only one immediate superior for any one function whenever possible.
4. Each staff member shall be informed as to whom he can appeal in case of a disagreement with the person to whom he is responsible.
5. Each staff member shall be informed as to whom he can go for help in working out his own functions in the school program.

Adopted: October 12, 1978
Revised: January 24, 2002

Stoneham Public Schools Organizational Chart 2022



ADMINISTRATION

3-10
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3-10

Communications with the Staff

A. Policies and Regulations

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the School Committee and the administrative rules and regulations. Accessibility shall extend to students, to all employees of the school department, to members of the school committee and to citizens in the town.

B. Administrative Directives

The Superintendent shall issue administrative directives, bulletins and other written materials deemed necessary for the effective administration of the schools. The provisions of these materials must be consistent with officially adopted policies of the School Committee, with negotiated agreements and shall be binding on all employees.

C. Advisory Councils and Committee

For purposes of deliberation and advice the Superintendent shall make the most effective use of the experience and talent of members of the staff. The Superintendent, in cooperation with the staff, shall have responsibility for organizing councils or committees to provide orderly channels through which all school employees may communicate their views to the School Committee. This responsibility includes devising arrangements for the representation of staff members and for regular meetings of the councils or committees.

Adopted: October 12, 1978

Reviewed: January 24, 2002

ADMINISTRATION

3-12
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3-12

Administrative Discretion in Absence of Policy

If action must be taken in the school system and if the School Committee has provided no guides for administrative action, the Superintendent of Schools shall have the power to act; but these decisions may be subject to review by action of the School Committee at its regular meeting. The Superintendent of Schools promptly shall inform the School Committee of such action and of the need for policy.

Adopted: October 12, 1978
Reviewed: January 24, 2002

ADMINISTRATION

3-13

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3-13

Review of Administrative Decisions

Matters regarding the management of the school department and originating with employees, parents or citizens of the town shall be discussed with the administrator closest to the problem and shall be reported to the Superintendent before being brought before the School Committee. Efforts shall be made to resolve the problem at the lowest administrative level.

Adopted: October 12, 1978

Reviewed: January 24, 2002

ADMINISTRATION

3-14

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3-14

Conventions, Meetings and Institutes

A. Administrators and Supervisors

The School Committee annually will include funds in the budget to cover expenses and fees for the attendance of the administrative staff at conventions, conferences, institutes and meetings recommended by the Superintendent. The Superintendent is authorized to approve the attendance of staff members at these conventions, conferences, institutes and meetings to the extent provided for in the budget. Any additional requests must be approved by the School Committee.

The Superintendent is encouraged to consider the requests of as many staff members as feasible in order to provide a variety of professional experiences for more members of the staff.

B. Superintendent

The Superintendent may attend conventions, conferences, institutes and meetings that may prove beneficial to the School Department.

The Superintendent, in consultation with the School Committee chair, may designate a lead administrator if he/she travels overnight out of state.

C. Procedure

All out-of-state expenses and/or expenses requiring overnight accommodations to conventions, meetings, conferences and institutes must receive prior approval by an action of the School Committee.

Adopted: **October 12, 1978**

Revised: **April 4, 1984**

Reviewed: **January 24, 2002**

Revised: **January 28, 2010**

ADMINISTRATION

3-15
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3-15

Evaluation of the Administrative Staff

The evaluation of the administrative staff is the responsibility of the Superintendent. This evaluation should include, but should not be limited to, the following:

1. The effectiveness of the administrator in the role defined by the job description.
2. The accomplishment of both short-range and long-range objectives.
3. The judgment of the administrator's immediate superior.

The implementing procedures developed by the Superintendent shall be in the spirit of improving the effectiveness of the individual being evaluated.

Adopted: October 12, 1978
Reviewed: January 24, 2002

ADMINISTRATION

3-16
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3-16

Job Descriptions

Every administrative and supervisory position shall have a specific role defined in a job description. The Superintendent shall be responsible for developing for each position an effective job description that incorporates the guidelines under "Lines of Responsibility" (Section 3-8 of this manual) and other relationships necessary for the efficient management of the school department.

Adopted: October 12, 1978
Reviewed: January 24, 2002

3-17

Crisis Plans

A. Crisis Plans

Advance planning for emergencies, crises, and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of the state law for preparedness in case of fire, civil and criminal emergencies, and natural disasters. Such plans will be supported by published emergency procedures that have been developed with the knowledge and assistance of school personnel and town fire and police officials working collaboratively. These plans will also be supported by the school district's membership in the S.T.A.R.S. program, which has been designed to pool expertise and resources for membership communities during crises situations.

It is further understood that, in order to ensure the safety of school personnel, school children and town workers responding to an emergency situation, there may be a need to share some emergency procedures only with appropriate school and town leaders and not with the public at large.

Building principals will meet all requirements for conducting drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

B. Communication Plan

In an emergency, the building principal, in concert with the Superintendent, will implement a communication plan with the involved parties. The scope of the communication plan will depend upon the level of impact caused by the situation and will follow the guidelines provided below:

Building Level Impact

Spokesperson: Building Principal

Involved Parties

1. Building Crisis Team
2. Superintendent of Schools (who may inform the following):
 - a. Central Office
 - b. School Committee

3-17 (continued)

3. School Faculty and Staff as appropriate
4. Parents, Guardians, and Students if appropriate

District Level Impact

Spokesperson: Superintendent of Schools

Involved Parties

1. Building Level Crisis Team
2. Superintendent of Schools and Central Office
3. School Committee
4. District Administration, Faculty and Staff
5. Parents, Guardians, and Students if appropriate
6. School District Crises Teams
7. Community Resources, e.g., Police, Fire, Building Inspector, Board of Health

Community Impact

Spokesperson: Superintendent of Schools

Involved Parties

1. All points of contact from the District Level Situation
2. Regional and State Resources
During the situation there will be (1) ongoing briefing with the crisis team(s); (2) ongoing communication with all involved parties; (3) preparation of a written statement by the Building Administrator or Superintendent as appropriate; and (4) development of an after-care plan as appropriate

C. Communication with the Media

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of an emergency situation.

All representatives of the media will be given equal access to information. General releases to the entire community will be made available to all media simultaneously. There will be no exclusive releases.

In order that emergency situations are given necessary coverage and are coordinated through a common effort and purpose, the following procedures in giving official information to the news media will be followed:

1. The School Committee Chairman will be the official spokesperson for the committee, except as this duty, may be delegated to the Superintendent.
2. News releases that are of a system-wide or sensitive nature or pertain to established School Committee Policy are the responsibility of the Superintendent.

3-17 (continued)

3. News releases that are of concern to only one school, or to the organization of one school, are the responsibility of the principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the principal.

While it is impossible to know how news of an emergency nature will be treated by the press, every possible effort should be made to obtain coverage that will maintain the safety of those in the school system and in the community at large.

Adopted: March 8, 2001
Reviewed: January 24, 2002

3-18

Superintendent: Qualifications, Selection and Appointment

A. Title

The Superintendent of Schools shall be the executive officer of the School Committee and the educational leader of the community and shall assume all responsibilities assigned by law, the State Board of Education and the local School Committee.

B. Qualifications

The Superintendent must qualify for certification under state law and must meet other qualifications the School Committee requires in light of the immediate demand of the position.

C. Selection Procedure

Within the confines of the law the School Committee shall conduct an active search to find the person it believes can translate most effectively into action the policies of the School Committee and the aspirations of the community and the professional staff.

D. Appointment

The School Committee shall employ and enter into a contract not exceeding six (6) years with a qualified person for the position of Superintendent of Schools. A vote of a majority of the School Committee members present at a committee meeting for which due notice was given of the intended action shall be required for the employment of the Superintendent.

Legal Reference:

M.G.L.,ch.71 & 59
M.G.L.,ch.71 & 38G

Superintendent of schools: powers and duties
Certification of teachers

Adopted: October 12, 1978

Reviewed: January 24, 2002

ADMINISTRATION

3-18.1

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3-18.1

Relationship Between School Committee and the Superintendent of Schools

The School Committee and its chief executive officer must cooperate closely in order for the school system to function as efficiently as possible. An honest, open trusting relationship is based on candid communication between the two. Members of the School Committee should feel free to provide regular counsel to the Superintendent, and the Superintendent should feel that he can convey his feelings and thoughts to the committee.

The School Committee and the Superintendent should agree upon and mutually support goals in order that the Superintendent will clearly understand what is to be accomplished. The committee should provide the necessary resources and should be willing to listen to the Superintendent's advice. The Superintendent, in turn, shall consult with the committee, seek direction, translate its will into administrative action and shall give the committee information necessary for its members to make intelligent decisions. To insure that the system is working properly, the committee and the Superintendent have the responsibility for developing a systematic means of evaluating the superintendent's effectiveness. In addition, the committee expects the Superintendent to communicate with it about the quality of the committee's performance.

Adopted: October 12, 1978

Reviewed: January 24, 2002

3-19

Authority and Responsibility of the Superintendent

A. Authority

The School Committee invests the Superintendent with all necessary authority to execute the policies of the School Committee and to operate the school department in accordance with the law, with regulations of the State Board of Education and with established objectives of the school department.

B. Responsibilities

As chief executive officer, the Superintendent shall be responsible to the School Committee for all administrative, instructional, supervisory and business aspects of the school department and shall interpret educational policies to the community. The Superintendent shall be accountable to the School Committee for the performance of the Superintendent's duties and those of subordinates.

C. Delegation of Authority

The Superintendent may delegate to subordinates such functions and authority as deemed appropriate and shall hold the subordinates accountable for the performance of delegated functions.

Legal Reference:

M.C.L., ch. 71 & 59

Superintendent of schools: powers and duties

Adopted: October 12, 1978

Reviewed: January 24, 2002

3-20

Evaluation of the Superintendent

A. Generally

The evaluation of the management of the school department is essential and is a basic responsibility of the School Committee. The improvement of the school department shall be the primary goal of the evaluation, which shall be approached on the basis of open cooperation between the School Committee and the Superintendent.

The evaluation should include, but shall not be limited to, the following:

1. The effectiveness of the Superintendent's leadership.
2. The accomplishment of reasonable objectives outlined in advance.

The evaluation shall be both formal, in that some mutually agreeable method may be used, and informal in that the personal views of the School Committee members shall be included.

B. Objectives of the School Committee

Through the evaluation of the Superintendent, the School Committee shall strive to accomplish the following objectives:

1. Clarify for the superintendent his role as seen by the School Committee.
2. Clarify for the School Committee members the role of the Superintendent in light of the job description, legal requirements and the immediate priorities among the Superintendent's responsibilities as agreed upon by the School Committee and the Superintendent.
3. Develop a harmonious working relationship between the School Committee and Superintendent.
4. Provide lay leadership for the school department.

Adopted: October 12, 1978

Reviewed: January 24, 2002

3-21

Administrative and Supervisory Personnel

A. Generally

Administrative and supervisory positions in the school department are established by action of the school committee and/or by state law.

It is the intent of the school committee to activate and to maintain a number of administrative positions sufficient to promote and insure the attainment of the goals and objectives of the Stoneham Public Schools in the most efficient and economical manner possible.

B. New Positions

Upon the establishment of an administrative or supervisory position, the school committee shall approve the broad purpose and function of the position in harmony with state laws and regulations. The committee also shall approve a statement of job requirements as recommended by the superintendent and shall delegate to the superintendent the task of writing or causing to be written a job description for the position.

C. Appointments*

In order to insure the appointment of the best qualified candidates to administrative and supervisory positions, the school committee shall appoint only candidates who meet all qualifications established by law and by the school committee for the specific position. For certain positions, the superintendent shall recommend for final interviews with the committee those candidates that the superintendent has selected as outstanding finalists. If the school committee rejects the finalist recommended by the superintendent, the superintendent shall submit a new recommendation, which recommendation may be the same as that previously submitted; provided, however, that after a third negative vote the new recommendation shall not be the same as that previously submitted, and provided, further, that after the fifth negative vote the new recommendation may be the same as that originally submitted.

The Stoneham Public Schools do not discriminate on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

3-21 (continued)

D. Review of Administrator's Job Performance

A bi-annual review of the job performance of each administrator below the level of assistant superintendent shall be conducted and reported to the school committee at the end of the school year. The review shall be constructive in that it shall afford opportunities for administrators to improve professionally, provide guidelines for improving their job performance and evaluate the administrators' growth in their positions during the school year.

The positions of principal, assistant principal and vice-principal shall be reviewed by their immediate supervisors. All other administrative reviews shall be the responsibility of the superintendent and the assistant superintendent.

*See Negotiated Agreement.

Legal Reference:

M.G.L.,ch.71, sec 38.

Employment of teachers and aides.

M.G.L.,ch. 151B.

Unlawful discrimination against race, color, religious creed, national origin or ancestry

Adopted: October 12, 1978
Revised: February 12, 1987
Reviewed: January 24, 2002
Revised: July 2012

ADMINISTRATION

3-22

P

3-22

Principals

Upon their nomination by the Superintendent, the School Committee shall appoint the principals, who shall hold certificates prescribed by the State Board of Education. The principal shall be responsible to the Superintendent. The principal shall coordinate efforts with the staff of the central office and shall work with them in their fields of specialization.

The principal's responsibilities shall include the organization, administration, maintenance and supervision of the educational program of the school, the promotion of harmonious community relations and other duties that the Superintendent assigns.

Legal References:

M. G. L., ch. 71, & 4. **High Schools; maintenance.**

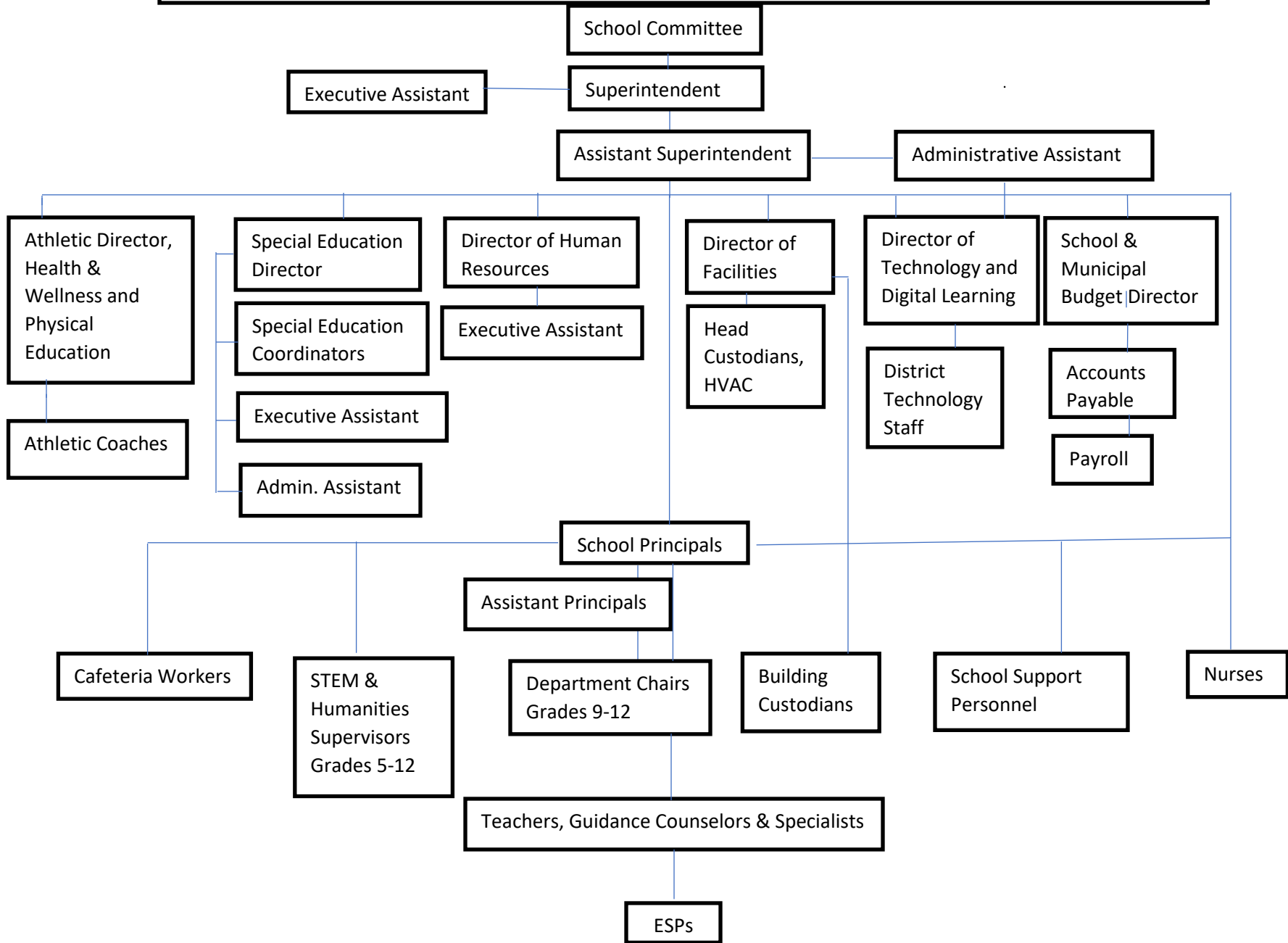
M. G. L., ch. 71 & 59B. **Principals; employment; compensation, duties.**

M. G. L., ch. 71 & 38B. **Certification**

Adopted: October 12, 1978

Reviewed: January 24, 2002

Stoneham Public Schools Organizational Chart 2022



BUSINESS

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BUSINESS

SERIES 4

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BUSINESS

**4-1
P**

4-1

School Department's Business Affairs

A. Generally.

As trustees of the state's and town's investment in the plant, facilities and operational funds, the School Committee has a responsibility for assuring the wise use of this investment.

B. Supervision

The School Committee directs the Superintendent to administer the business affairs of the school department in such a manner as to provide the best possible educational services with the financial resources available.

The business aspect of the school department, including the handling of funds, accounting and reporting procedures, long-range planning and clerical and non-instructional support services personnel as designated by the Superintendent, shall be, the responsibility of the Superintendent. The School Committee has established the position of business manager to assist the Superintendent with these responsibilities.

Legal Reference:

M.G.L., ch.43, sec. 33.

School committee; powers and duties.

Adopted: October 12, 1978

Reviewed: January 24, 2002

4-2

Ethics/Conflict of Interest

A. Generally

The Stoneham School Department is committed to a continuing effort to maintain principles of ethical business conduct for its own benefit as a whole. The School Department also accepts the responsibility of fostering an environment in which compliance with law and strict adherence to its principles of high ethical standards is expected.

It is the obligation of the School Department and its employees to conduct business with due regard for compliance with all applicable laws that relate to customers, suppliers, competitors, etc. The maintenance of high ethical business conduct is the responsibility of every employee. Employees must assure that not only are their actions of a high ethical standard but also that the perception of their activities is at an equally high level. The School Department will benefit from the excellent reputation it has earned for its integrity.

Any employee, including a coach, advisor, substitute, etc. who is engaged in or employed by a business for profit, including a one-time transaction, and who solicits or allows his/her name to be used in soliciting any of his students or their parents as customers for that business must:

1. Advise the Superintendent of schools in writing of the nature of the business, and his relationship to it including the methods employed in soliciting students and parents.
2. Refrain from soliciting for or otherwise discussing the business on school property.
3. Limit any solicitation among his students or their parents to a factual description of the product or service offered – the purchase of the product or service should not be urged or advocated.
4. Assume responsibility for avoiding the creation of any impression among students or parents that a student's degree of success or participation in a school program is in any way related to the purchase of the product or service, or that the business is sponsored by the school.
5. Insure that his student and parent customers are informed that he has a business interest in the contemplated sale to them.

Adopted: *October 12, 1978*
Revised: *February 12, 1987*
Reviewed: *January 24, 2002*

BUSINESS

4-3
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4-3

Bonding of Employees

Employees who are responsible for large sums of cash or who are required by law or by the School Committee to be bonded shall be covered by a bond before assuming their responsibilities. The bond shall cover the position and shall be in an amount commensurate with the funds handled by the employee. The School Committee shall assume the cost of bonding.

Adopted: October 12, 1978

Reviewed: January 24, 2002

4-5

Gifts, Bequests and Donations

A. Generally

On behalf of the School Committee the Superintendent may accept gifts, bequests and donations that are in harmony with the policies of the School Committee. Gifts, bequests and donations shall become the property of the school department and shall be used for the purposes intended by the donor when possible.

The School Committee reserves the right to reject gifts, bequests and donations accepted by the superintendent on its behalf.

Gifts, bequests and donations other than monies shall meet the following criteria:

1. Be deemed fitting and appropriate for school use.
2. Include installation costs unless waived by the School Committee
3. Be free of excessive maintenance and/or maintenance costs unless waived by the School Committee.
4. Be subject to review by the School Committee at its request.

B. Gifts and Grants of Monies

The School Committee may accept gifts and grants of monies for educational purposes and, following approval of the purpose of the gift or grant, shall disburse it for the intended purpose. These funds shall be maintained in and disbursed from a separate account.

Legal Reference:

M.G.L., ch. 71, sec. 37A.

Grants; acceptance and disbursement.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-6
P

4-6

Sales Representatives

The school committee recognizes the value of the staff's being informed of the latest commercial materials available to assist in their teaching and welcomes competent representatives of such publishers and manufacturers. However, the committee does not want classroom teachers distracted or undue administrative time taken from previously assigned duties.

The superintendent shall develop regulations that will protect the staff from outside pressures yet will take advantage of the knowledge brought into the department by sales representatives.

Adopted: October 12, 1978
Reviewed: January 24, 2002

BUSINESS

4-7
P

4-7

Monies in School Buildings

In order to remove the temptation to burglarize the schools or to steal monies and in order to protect the school department against loss of funds, only the minimum cash required for the daily operation of the schools may be kept in the schools or the central office. Employees responsible for handling school monies shall be held accountable for any school funds lost in violation of regulations established under this policy.

Adopted: October 12, 1978
Reviewed: January 24, 2002

BUSINESS

4-8
P

4-8

Insurance

A. School Buildings

The school buildings and property of the School Committee shall be insured against loss by fire or other causes normally covered by the Town of Stoneham. Insurance coverage for buildings and personal property shall be in an amount recommended by the School Committee.

B. Liability Insurance

School Committee members, administrators and teachers shall be covered by liability insurance paid by the school department. Other employees may be covered under this plan if their responsibilities would place them in jeopardy.

C. School Vehicles

School-owned vehicles shall be covered by insurance in accordance with state law.

Legal Reference:

M.G.L., ch.71, sec. 38L.

Authority to purchase liability insurance.

M.G.L., ch.41,sec. 59.

M.G.L., ch.40, sec 5(1).

M.G.L., ch.40A and ch.40B.

M.G.L., ch.41, sec.100C.

Protection of school employees against damage suits

See the Code of the Town of Stoneham for insurance coverage.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-10
P

4-10

Budget: Generally

A. Definition

The school budget is a document that presents the School Committee's plan for the allocation of the available financial resources into an explicit plan of expenditures to sustain and to improve the educational functions of the school department.

The budget shall be based upon the educational needs of the school department and the financial capabilities of the town as cooperatively identified by the administration and School Committee.

The budget shall be a guide for discretionary spending to achieve the objectives and goals adopted by the School Committee.

B. Form

The budget shall be organized in accordance with the requirements of the Massachusetts Department of Education.

Program budgeting shall be used for the purpose of effecting better control over the disbursement of school funds.

C. Responsibility for Administration

The Superintendent shall be responsible for the management of the budget adopted by the School Committee. The School Committee shall be kept informed of projected and actual revenues and disbursements that may require a revision of the financial plan.

The Superintendent is authorized to make commitments of funds approved by the School Committee in the adopted budget. The commitments shall be in accordance with legal provisions and policies of the School Committee.

Adopted: October 12, 1978

Reviewed: January 24, 2002

4-11

Preparation and Approval of the Budget

A. **Planning**

Planning of the budget shall be under the direction of the superintendent and shall involve teachers, administrators, School Committee members and other persons as needed. The School Committee shall hold a public hearing as required by state law, on the proposed budget.

B. **Program Budgeting**

The budget shall be an expression in financial terms of the educational plans for the ensuing year. The projected cost of each program in the school department shall be identifiable. It is essential, therefore, that the planning of a program budget begin with the staff.

C. **Adoption**

The school budget shall be adopted by the School Committee prior to its submission to the town for approval.

Legal Reference:

M.G.L., ch. 71, sec. 38.

M.G.L., ch. 71, sec.38N.

School committee to hold hearing on proposed budget.

Adopted: October 12, 1978

Reviewed: January 24, 2002

4-12

Transfer of Funds within the Budget

A. **State Accounting System**

Line item funds may be transferred to other line items within the same categories as provided by regulations of the Massachusetts Department of Education.

B. **Program Budget**

The superintendent may transfer funds from one program to another program in the budget if the transfer does not violate the Massachusetts Department of Education's regulations regarding the state budgetary system.

C. **Accounts for Salaries, Expenses and Out-of-State Travel**

The school committee may approve the transfer of funds among the accounts for salaries, expenses and out-of-state travel in order to avoid deficits or to meet unanticipated expenditures.

D. **Federal Funds**

Federal funds must be expended for the purposes of and under the acceptance agreement with the federal government. Transfers of line item funds must be in accordance with federal regulations.

Legal Reference:

M.G.L., ch. 71, sec. 34.

Support of Schools.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-15
P

4-15

Financial Accounts

A. Generally

The school department shall handle only monies that are under the control of the School Committee or its agents. The school department shall not be a repository for monies of organizations outside the jurisdiction of the School Committee.

B. School Department Accounts

The school department, through the School Committee and its agents, shall account for all monies deposited in school accounts and shall control the disbursement of monies from school accounts. Monies may be deposited in school accounts when they are:

1. allocated to the school department by local, state and federal governments
2. accepted by the School Committee as gifts or grants
3. deposited in school activity accounts and disbursed by authority of a school administrator under regulations of the business office.
4. accepted by the School Committee and placed under the control of the school committee regardless of their source.

C. Non-School Accounts

Monies belonging to non-school organizations and presently held in school accounts shall be returned to the organization or, with the approval of the organization, be surrendered to the school department. Monies belonging to non-school organizations and presently held in school accounts in the name of an inactive organization shall be returned, if possible, to the organization or shall be placed in the student activity general fund within one (1) year from the date of adoption of this policy.

Adopted: May 10, 1979
Reviewed: January 24, 2002

BUSINESS

4-16
P

4-16

Audits

A. General Fund

The accounts of the general fund shall be audited in accordance with state regulations, and a report shall be submitted to the School Committee.

B. Student Activity Funds

An outside qualified individual annually shall conduct an audit of school activity accounts and shall submit a report to the Superintendent.

C. Federal Funds

Federal fund accounts shall be audited in accordance with federal requirements.

D. Special Audits

The School Committee may require an independent audit of any or all accounts.

Whenever an employee responsible for handling cash terminates employment, the accounts of the employee may be audited.

Legal Reference:

M.G.L., ch. 44, sec. 35, 38, 40.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-17
P

4-17

Financial Reports

A. Monthly Statements

The School Committee shall be presented monthly with a financial report on the condition of the school department's finances and special funds.

B. Annual Financial Statement

The Superintendent shall be responsible for preparing an annual financial statement at the end of each school year (fiscal year). The report shall summarize the annual appropriations, disbursements from each category, encumbered funds and the free balance in each account.

The financial condition of each special fund shall be reviewed upon request of the School Committee.

C. State Reports

Financial reports prepared for the State Department of Education shall be prepared and filed under the supervision of the Superintendent.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-18
P

4-18

Petty Cash Funds

A petty cash fund may be established in the administrative office for the purpose of paying for small purchases. Records shall be kept of all expenditures from this fund, and the fund shall be reimbursed by the School Committee from appropriate portions of the school budget.

Adopted: October 12, 1978
Reviewed January 24, 2002

BUSINESS

4-19
P

4-19

Student Activity Account Policy

In accordance with MGL Ch. 71, S. 47 (as amended by Ch. 66 of the Acts of 1996), a school principal may receive monies in connection with the conduct of particular student activities and must deposit said monies via the school business office to the Town Treasurer. The Town Treasurer shall maintain an account for each school entitled the "Student Activity Agency Account".

Each school principal may maintain a checking account for expenditure purposes. Deposits into the checking account shall be made from each school's municipal student activity agency account to the extent monies are available in said account. The maximum a school can have in its checking account at any time is as follows:

Elementary Schools	\$ 2000.00
Middle School	\$ 15,000.00
High School	\$50,000.00

The checking account must be established in a bank having a branch in Stoneham. Said bank must be approved by the Superintendent and the Town Treasurer. Said bank need not be the same bank as the Town Treasurer uses to maintain the municipal student activity agency accounts.

The interest earned on each municipal student activity agency account shall remain in the account and be recorded as a separate line item by the building principal. Said interest shall be used to cover the following expenditures without requiring further approval from the School Committee:

- To cover the cost of periodic outside audits of the accounts.
- To purchase forms and supplies related to maintaining the student activity accounts.
- To cover the cost of a student(s) attending a class or school function when students are charged for such, but the principal determines the family is unable to afford such expenses.
- Refreshments for parent/student activities and for volunteers who have helped to support student programs.

An annual report on the use of the interest, together with a report of the activity of all funds shall be filed with the Superintendent each August for the prior school year.

Adopted: October 13, 1978

Amended: June 24, 1999

Reviewed: January 24, 2002

4-23

Purchasing: Generally

A. Generally

The Superintendent shall supervise a system of purchasing goods and services for the school department in order that the School Committee can be assured that the purchasing and receipt of goods and services have been completed and that documents are presented to the School Committee to effect payment.

B. Central Purchasing

In order to take advantage of quantity discounts, lower pricing, controlled purchasing and other advantages inherent in central purchasing, the Superintendent shall designate those areas of purchasing that shall be made through the business office.

The Superintendent may encumber funds in the budget adopted by the School Committee if state and local laws and regulations permit the encumbrance.

C. Quality

The School Committee directs the Superintendent to make reasonable efforts to insure that, through sound purchasing procedures, the school department receives full value for every dollar spent. The purchasing guideline shall be to purchase for an intended purpose the required product or service that, in the course of its use, will be the most economical and efficient.

D. Timing

Purchases shall be timed to provide the necessary goods and services without undue delay. Purchasing shall take into consideration the time the product is needed and the market trend at the time. The objective shall be to have the product available when needed.

E. Quantity

The quantity of an item purchased shall depend on the anticipated need, storage facilities and the unit price of purchasing in volume. Whenever reasonable, standardized lists shall be established as a guide to purchasing.

4-23 (continued)

F. Vendors and Contractors

Vendors and contractors shall not be shown favoritism or given advantages over their competitors. Each order shall be placed on the basis of quality, price, delivery and, when these factors are equal, past service of the vendor.

G. Local Preference

The School Committee encourages the patronizing of local businesses within the town. Therefore, when all other considerations are equal, orders for goods and services should be awarded to businesses within the town.

Legal Reference:

Bylaws of the Town of Stoneham.

Art. 3, sec. 5.

Bid Bylaw.

Adopted: October 12, 1978

Reviewed: January 24, 2002

BUSINESS

4-24
P

4-24

Requisitions and Purchase Orders

A. Generally

A system of requisitions for services and supplies and a system of purchase order controls shall be maintained under the direction of the superintendent in order to control the expenditures and to insure that the intent of the School Committee is followed.

B. Requisitions

The intent of the system of requisitions shall be to permit employees to submit requests for administrative review and approval those materials and services the employees deem necessary to their functions in the school department.

C. Purchase Orders

The payment of funds from the school department budget shall be considered by the School Committee when purchase orders are properly executed in accordance with the Superintendent's regulations and purchase orders bare the Superintendent's signature.

The Superintendent may extend the purchase order controls to funds other than those in the budget.

Adopted: October 12, 1978
Reviewed: January 24, 2002

BUSINESS

4-26
P

4-26

Payment for Goods and Services

A. Claims for Disbursements

A system of review of bills presented to the business office for payment shall insure that claims for disbursement are authorized, that materials and services have been received and that the claim is legitimate.

B. Payment of Bills

At a posted meeting, the Superintendent shall present to the School Committee the claims for the payment of bills and payroll schedules along with a recommendation for approval.

However, one member of the School Committee may review and sign warrants or the Superintendent in absence of the School Committee member may sign warrants prior to the meeting and thus permit the payment of the approved bills immediately. The School Committee shall approve this action at the next posted meeting.

C. Payment of Salaries

Salary accounts shall be paid according to schedule and ratified at the next posted meeting of the School Committee.

Adopted: October 12, 1978
Revised: February 12, 1987
Reviewed: January 24, 2002

BUSINESS

4-27
P

4-27

Bids and Quotations

Purchases of goods and services by the school department must meet the requirements of the bylaws of the Town of Stoneham. Where these requirements permit the school department exceptions and options regarding bids and quotations, the intent of the following bylaw shall be given careful review:

"The intent of this [bylaw] shall be for the purpose of inviting competition, to guard against favoritism, improvidence, extravagance, fraud and corruption, and to secure the best work or supplies at the lowest price practicable The provisions of this [bylaw...are] not intended to operate thus denying the municipality the authority to deal with problems in a sensible, legal, and practical way"

Legal Reference:

Bylaws of the Town of Stoneham.

Art.3,sec. 5. **Bid Bylaw.**

Adopted: *October 12, 1978*

Reviewed: *January 24, 2002*

BUSINESS

4-31
P

4-31

Inventory

A system of inventory of school property shall be devised and maintained. It shall be available to identify items for insurance purposes and to control the loss of property.

This inventory shall include, but shall not be limited to, items such as buildings, movable equipment, vehicles and other items that may be covered by insurance.

Wherever practical, a form of identification acceptable to the local police department shall be placed on school equipment and materials.

Adopted: October 12, 1978
Reviewed: January 24, 2002

BUSINESS

4-32
P

4-32

Obsolete Equipment

The district may dispose of obsolete equipment in compliance with M.G.L. Chapter 30B, Section 15 or any applicable Town by-law.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: January 28, 2010

4-33

Maintenance

A. Preventive Maintenance

The Superintendent shall maintain a program of preventive maintenance and, in the budget recommendation, shall include funds adequate to sustain the program.

B. Emergency Repairs

After having notified the members of the School Committee, the Superintendent may authorize separate contracts for emergency repairs of school property between School Committee meetings and without advertisement whenever necessary to keep school property functioning efficiently and safely.

C. School Grounds

School grounds shall be maintained in a safe, functional and reasonably attractive condition. The Superintendent shall include in the budget recommendation funds for the upkeep of the grounds in the manner described in this policy.

All dogs (except service animals) are excluded from school grounds during school hours. Dogs may be walked on driveways and parking lots outside of school hours. Dogs shall not be allowed on school playgrounds and fields.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: January 21, 2016

BUSINESS

4-35

P

4-35

Motor Vehicles

School vehicles owned by the school department may be used only for official school business except as otherwise provided by law and/or approved by the School Committee. These vehicles shall be operated by qualified persons authorized by the School Committee or the Superintendent.

Adopted: October 12, 1978

Reviewed: January 24, 2002

4-35a

POLICY REGARDING MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Stoneham School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

In addition, operators shall not leave their vehicles running when they are not in the vehicle.

The Stoneham School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING

PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500

FOR SECOND AND SUBSEQUENT OFFENSES

M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Stoneham School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

Legal References: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

Adopted: January 28, 2010

4-36

Security of Buildings and Grounds

A. Generally

Employees of the School Committee shall be responsible for the security of the buildings, grounds and equipment entrusted to the School Committee.

The Superintendent may take appropriate action through administrative regulations to insure adequate protection of school property. The enlistment of law enforcement agencies to assist in the protection of school property and of students is the Superintendent's prerogative.

B. Security Devices

The use of security devices to protect school property from vandalism, theft and fire shall be used where needed.

Practice: The objective of Stoneham Public schools' video surveillance is to monitor and improve student safety, at the Schools, and to protect school property. Accordingly, Stoneham Public Schools deploys surveillance cameras which stores images on digital media. In accordance with FERPA Guidelines, such videos are not considered education records. The Stoneham School Committee sets forth the following guidelines for the Stoneham Public Schools Surveillance Cameras.

Public Notice of Video Policy: Signs shall be posted on district buildings and in district vehicles, including school buses, to notify students, staff, and visitors that video or digital cameras may be in use in school buildings and buses. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules recorded by the cameras.

Retention Period: Archived Surveillance Videos that have not been requested by Law Enforcement or School Administration for review will be retained for no more than 15 days. Video that has not been requested for review within 15 days will be overwritten. Video that has been requested for review will be retained in accordance with law.

Requests for Review: Requests for reviewing archived video will be honored only if such requests are made by law enforcement officials within the 15 day retention period. Requests made by other parties, within the 15 day retention period, may be honored at the sole discretion of the School Department. Such requests may be honored if the request serves to satisfy an objective of the camera deployment.

4-36 (continued)

Use of Video: Videos may be used by the School Department and shown to law enforcement officials, as well as parents of a student that has been recorded, at sole discretion of the School Department.

Release of Video Required by Law: The School Department will release any video that has been retained where the law requires such release.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: June 5, 2008

BUSINESS**4-37 Pest Management**

The Stoneham Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

I. OVERVIEW AND GOALS

- a) The Stoneham Public Schools shall develop and implement an integrated pest management program.
- b) An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- c) Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- d) the integrated pest management program shall strive to:
 1. Reduce any potential human health hazard.
 2. Reduce loss or damage to school structures or property.
 3. Minimize the risk of pests from spreading in the community.
 4. Enhance the quality of facility use for school and community.
 5. Minimize health, environmental and economic risks.

II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

- a) When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
- b) Application of pesticides and herbicides may only be accomplished during a school

break or when the building will be clear of students for at least 48 hours.

III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

- a) When pesticides or herbicides are used outdoors, notice of their use will be provided to parents, staff and students and will also be posted in a common area.
- b) When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
- c) In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

IV. RECORD-KEEPING

- a) The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
- b) All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

V. STAFF RESPONSIBILITIES AND EDUCATION

- a) Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.
- b) Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

LEGAL REF.: Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from Harmful Pesticides."

Adopted: October 10, 2002

4-38

Energy Reduction

It shall be the policy and practice of the District to purchase ENERGY STAR equipment and appliances, where available, for all new purchases for the schools. Where applicable, equipment shall be shipped with the Energy Star power management features enabled. This policy shall not supersede the specific needs of students and/or staff as outlined in educational or accommodation plans.

The District shall also identify all potential plug loads that can be placed on off or sleep mode when not in use and shall discourage the use of personal plug load electrical devices by students and staff.

This policy shall also encourage the district's participation in any load reduction proposals brought forward by the local utilities.

For any new school construction, the School Department staff shall work with the design engineers on building modeling and energy management system design and shall establish benchmark performance and maintain the facility to that level. The EPA Portfolio Manager system shall be the preferred method to track and evaluate facility operations to initially benchmarked performance levels.

Ref. EE.C4
EE.C5

Adopted: November 15, 2012

4-39

"Green" Cleaning

Unless otherwise deemed to be incompatible with specific student and staff needs, it shall be the policy of the Stoneham Public Schools to purchase and use janitorial cleaners whose minimum specifications meet Green Seal standards for institutional and industrial cleaning products.

Stoneham's 'Green' Cleaning goals are to minimize the exterior's impact on the local environment and to emphasize and practice environmentally safe, low-impact cleaning chemicals and practices. The Facilities Department continually aims to improve its environmental performance by:

- Educating, training, and motivating custodial staff to work in an environmentally responsible manner.
- Ensuring that all custodial staff is aware of their responsibilities in implementing the environmental policy.
- Conserving energy, water, and other resources while still providing a cleaned and sanitary environment.
- Complying with all relevant current legislation and industry standards.
- Using cleaning products that meet Green Seal standard GS-37 or products with low-volatile organic compounds (VOC) whenever applicable.
- Using products that meet EPA standards with high post-consumer recycled content.
- Using equipment with good filtration.
- Eliminating phosphates and aerosol products.
- Using concentrated cleaning products when available.
- Using chemicals that are automatically and accurately diluted using cold water.
- Using products that are packed with recycled materials.

Ref. OM. P3

Adopted: November 15, 2012

Student Transportation

- A) As required below, the district shall maintain a student transportation system that may either be contracted with a state licensed operator or operated by the district with leased or district-owned vehicles.
- B) Pursuant to MGL Chapter 71, Section 68, the School Department shall offer transportation for each student in Grades K – 6 whose place of residence is more than two miles from the assigned school for that student. Distance shall be measured “portal to portal” as defined by the DESE (understood to be the public way in front of the residence to the entrance way of the school building). A student may be required to walk a distance of no more than one mile from the residence to an approved bus stop.
- C) The School Department may also provide transportation for students living closer than two miles to the school if the Superintendent recommends and the School Committee concurs that the normal walking route would present a safety hazard to students.
- D) Transportation will also be offered to a student if required by an approved Individual Education Plan.
- E) Parents will be responsible for providing transportation if, following application to the Superintendent, a child is approved to attend a school other than the assigned neighborhood school.
- F) Parents whose children are approved for transportation shall be responsible for their child’s behavior while walking to or waiting at the approved bus stop. Issues of student behavior on a bus shall be referred by the driver to the school administration. Frequent and/or severe discipline issues may result in a decision to suspend a student’s right to use school transportation, in which case the parents will assume transportation responsibilities.

Legal Reference

M.G.L., ch 71B, 5 and 8

Adopted: October 12, 1978

Revised: June 15, 1989

Reviewed: January 24, 2002

Revised: January 23, 2014

FUEL EFFICIENT VEHICLE REPLACEMENT PLAN

The School Department will maintain an annual vehicle inventory for all vehicles and a plan for replacing any non-exempt vehicles with vehicles that meet, at a minimum, the fuel efficiency ratings contained in the most recent guidance for Criterion 4 published by the Massachusetts Department of Energy Resources' Green Communities Division.

It is the responsibility of the School Department to check the Green Communities Division's Guidance for Criterion 4 for definition of heavy duty vehicle. Passenger vans and cargo vans are exempt from this criterion since fuel efficient models are not currently available; however, we commit to purchasing fuel efficient vehicles when they become commercially available.

An inventory of the School Department vehicles shall be updated on an annual basis.

All non-exempt vehicles shall be replaced with fuel-efficient vehicles that adhere to the most recent Green Communities Criterion 4 Guidance. Vehicles shall be replaced when they are no longer operable and will not be recycled from one municipal department to another unless the recycled replacement vehicle meets the fuel efficiency ratings outlined in the policy. In addition, when replacing exempt vehicles, the function of the vehicle will be reviewed for potential replacement with a more fuel efficient vehicle, including a fuel efficient non-exempt vehicle.

Reference: Green Communities Criterion 4 Guidance

Adopted: October 12, 2017

**RECYCLED PRODUCT PROCUREMENT POLICY
FOR THE TOWN OF STONEHAM SCHOOL DEPARTMENT**

Consistent with environmental policies and in recognition of the need to make more efficient use of our natural resources, create markets for the materials collected in recycling programs, reduce solid waste volume and disposal cost, and serve as a model for private and public institutions, the Town of Stoneham is committed to purchase products which are environmentally preferable and/or made of recycled materials whenever such products meet quality requirements and are available at reasonable prices and terms.

To the maximum extent practicable, the following standards should be adhered to:

- a) For all purchases of printing and writing paper for in-house use or custom printed materials by professional printers, including copier paper, offset paper, forms, stationary, envelopes, tables, notepads and file folders, the minimum content standards shall be no less than 30% post-consumer recycled materials to meet the current state and federal minimum standards.
- b) Schools will ensure that all contracts for printing require the inclusion of an imprint identifying the recycled content of the paper whenever practicable, along with the recycling symbol.
- c) Schools will implement or encourage paper use reduction techniques including the use of double-sided copies, sharing and circulating materials, the use of electronic mail and reuse of discarded paper for draft work, scrap paper and internal messages.
- d) For the purpose of measuring the progress of the program each school shall report purchase of recycled products to the Superintendent (or designee) on July 30 for the previous fiscal year.
- e) Schools will implement a price preference (10% if possible) to encourage the procurement of recycled and environmentally preferable products.
- f) As of January 1, 2018, the Town's copy center shall double side all multi-impression copies unless specifically requested otherwise by the person bringing in the job.

Adopted: January 11, 2018

MANDATORY RECYCLING

Purpose

The goal of this policy is to protect public health and the environment and ensure that all school facilities collecting Solid Waste and Recyclables adhere to the Massachusetts Waste Ban regulations and uniformly comply with requirements established by the Town. This should ensure that:

- The environmental benefits of recycling are maximized;
- There is joint enforcement of the Waste Ban requirements by the municipality, school system and any Haulers serving the municipality and/or school system;

Definitions

Mercury Disposal Prohibition shall mean Disposal Prohibition Provision of the Mercury Management Act (Chapter 190 of the Acts of 2006). Effective May 1, 2008, mercury-added products cannot be disposed of in Solid Waste. The law also prohibits any Solid Waste collector from collecting as Solid Waste the contents of a Solid Waste container that the collector knows (or reasonably should know) includes one or more mercury-added products.

Recyclables shall mean a material that is banned from disposal in the Commonwealth of Massachusetts pursuant to 310 CMR 19.017: Waste Bans. Mixed paper, cardboard, glass, metal, and plastic containers are priority materials of this regulation.

Solid Waste shall mean useless, unwanted or discarded non-recyclable solid and liquid wastes, excluding items restricted from disposal in Massachusetts, as defined by Table 310 CMR 19.017(3) of the Massachusetts' Solid Waste regulations (310 CMR 19.017).

Waste Ban Materials shall mean all materials designated as banned from disposal in the Commonwealth of Massachusetts pursuant to 310 CMR 19.017: Waste Bans, including: asphalt pavement, brick & concrete, cathode ray tubes, clean gypsum wallboard, commercial food waste, ferrous and non-ferrous metals, glass & metal containers, lead acid batteries, leaves and yard waste, recyclable paper, cardboard and paperboard, single resin narrow-necked plastics, treated and untreated wood and wood waste (banned from landfills only), white goods (large appliances), and whole tires (banned from landfills only).

Mandatory Recycling

In order to protect the environment, promote recycling and be in compliance with Massachusetts Waste Ban regulations (310CMR 19.017); the Stoneham School Committee hereby establishes a requirement for mandatory separation of Recyclables from the Solid Waste stream. This requirement applies to all facilities and functions held on school property.

The Superintendent shall inform all Directors, Principals and other school staff at least once per year that recycling is mandatory.

Applicants seeking to utilize school property shall also acknowledge and follow this policy.

Adopted: January 11, 2018

4-44

Food Services Program

A. Generally

Each school shall have a food services program that meets state and federal requirements. The food services program shall be operated on a nonprofit, self-supporting basis. Students, guests in the school and school personnel other than cafeteria employees must have their lunches paid for from a source other than cafeteria funds.

B. Free and Reduced Price Lunches

1. Students whose parents or guardians cannot afford school food services shall be provided the same food services as if they had paid. The criteria for determining whether a parent or guardian can afford to pay shall be those established in the federal regulations for the program.

Students receiving free or reduced price lunches shall have their anonymity protected by local regulations.

2. Meals may be provided at a reasonable price for elderly persons.

Legal Reference:

M.G.L., ch. 71, sec. 72

Sale of lunches.

M.G.L., ch. 15, sec. 1L.

Adopted: October 12, 1978

Reviewed: January 24, 2002

UNPAID MEAL CHARGE POLICY

The Stoneham Public School System participates in the National School Lunch and Breakfast Program sponsored by the United States Department of Agriculture (USDA) which permits the school system to offer free and reduced priced meals to students who qualify. Families who wish to apply for free or reduced meals must complete an application each year which may be submitted at any time during the school year. Applications are available in each school's main office, at the School Nutrition office, and online at <https://www.stonehamschools.org>

Per the USDA, we are legally obligated to collect any owed funds from a served reimbursable meal, but we are not legally obligated to serve a reimbursable meal that is not paid for. However, we must consider our customers and use the utmost courtesy while managing this process. It is important to the Stoneham School Nutrition Department that we have open communication between the student, the parent, the Director of School Nutrition, the School Business Office, and the Principal of each school to manage any student debt incurred for meals.

BORROWING MONEY FOR A MEAL

Any student whose school meal account has a zero or negative balance **will be allowed to charge a reimbursable meal and/or a milk**. A "reimbursable meal" is defined as a meal consisting of at least three (3) of the five (5) offered meal components (grain, meat or meat alternative, fruit, vegetable and milk) and must include a fruit and/or vegetable component. This will result in a negative balance on the student's account until funds are added to the student's account.

Families will be notified monthly by the Business Office if their account is negative. The School Nutrition Department and Business Office will work together with the school administration in a joint effort to contact students/parents to assist with collections.

Student with a negative account balance will not be allowed to purchase a la carte items until the student's account is in good standing. "Good standing" for the purchase of a la carte items are defined as an account with a positive balance.

PAYMENT OPTIONS

The Stoneham School Nutrition Department offers an online payment option as well as a payment by check or cash. Our online website is www.myschoolbucks.com. We encourage our families to pre-pay for meals at the paid or reduced price to help to ensure children have consistent access to meals without accruing unpaid meal charges. Our system includes a feature to allow for parental restrictions limiting a child's spending at the point of service. For example, the system could allow families to place specific limits on à la carte purchases. Families can contact the School Nutrition office for further information should they wish to utilize this option. We also accept checks and cash at all schools. Checks should be made out to Stoneham Public Schools.

ONLINE PAYMENT

We allow families to add money to their child's account from a computer or mobile device which makes payment more convenient for families. Families who do not opt to pay using the online system can access the system to check their child's account balance. Many families may not realize how much their child is spending in the cafeteria each day, especially if the child is purchasing à la carte items in addition to their reimbursable breakfast and lunch. We encourage families to regularly check their account balance and track their child's spending. This can help prevent households from accruing unpaid meal charges.

AUTOMATIC PAYMENT

We also offer online payment platforms that include an optional feature which families may use to automatically add money to their account when they reach a set dollar amount. Families using these systems may also set up a "low balance warning" to ensure they are notified promptly when a payment is needed.

The Stoneham Public Schools will work together with all the fee-based programs and activities. At the end of each school year students with an outstanding bill above (\$20.00) will not be allowed to register for any fee-based program until the food balance has been paid off.

REFUNDS

Withdrawn Students: For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable.

Graduating Students: Students who are graduating at the end of the year must have a zero balance to participate in graduation activities. Students who have a positive balance may transfer the balance to a sibling's account, donate the money to a student who has an outstanding debt, or request a refund.

DONATIONS TOWARD STUDENT DEBT

When donations toward student debt are received, they need to be applied to a specific student's debt. A general donation goes into the School Nutrition program account but does not get applied to a specific student(s), so the debt owed does not decrease. The student(s)' files will continue to show the same debt unless the donation is applied to specific student(s)'s accounts.

If a donation is made to a specific school, the principal will work with the Director of School Nutrition and the Business Office to determine which student(s) will be credited and by how much. (A donation may be split between multiple students.)

If a donation is made to the district in general, and not to a specific school, then the Director of School Nutrition and the Business Office will review the outstanding debt and select students with negative balances to apply the donation to. Donations will be applied prorated/split between the 10 students with the highest owed balances. The Business Office will notify families when monies are applied to their account, letting them know there was an anonymous donation toward their debt.

Legal Reference: **7 CFR 210, Office of Management and Budget Circular A-87**
M.G.L. Chapter 71: Section 72. Sale of lunches
M.G.L. Chapter 71: Section 68. Duties of towns to maintain
schools; transportation of children; school building committee
representation M.G.L. Chapter 71: Section 37K. Business
demonstration projects; disposition of proceeds
M.G.L. Chapter 44: Section 69. Municipal or district services,
fees or charges; insufficient funds checks; penalty
M.G.L. Chapter 60: Section 57A. Payment by check not duly
paid; penalty
M.G.L. Chapter 93: Section 40A. Dishonored checks; demand
for payment

Adopted: November 14, 2019

COMMUNITY RELATIONS

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*Advertising in the Schools: See File KHB – Advertising in the Schools and KHB-R Guidelines for Advertising in the Schools

COMMUNITY RELATIONS

5-1
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5-1

Communications with the Community

The School Committee believes that a full understanding by the public of school issues, the school program and its opportunities for the students is one of the most effective means of developing public support for a superior school department. The School Committee and the staff shall use appropriate means to inform the community of the objectives, achievements and needs of the school department.

The School Committee desires to involve citizens of the community in the affairs of the schools and to develop an understanding of community attitudes and aspirations for the schools. The Superintendent shall establish channels through which local citizens may make their desires and criticisms known to the School Committee.

Every person requesting information regarding the schools or visiting the schools shall be treated in a courteous manner and may expect a prompt and informative reply to legitimate questions.

Adopted: **October 12, 1978**
Reviewed: **January 24, 2002**
Reviewed: **September 12, 2019**

COMMUNITY RELATIONS

5-2
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5-2

News Media

A. Generally

The School Committee desires to cooperate with the news media in providing the public with pertinent facts concerning the schools. The Superintendent shall establish a basic and reliable source to which the news media may turn for information regarding the school department.

B. Attendance at School Committee Meetings

The School Committee encourages the attendance of representatives of the news media at all open School Committee meetings.

C. Interviews

The School Committee permits the interviewing of students and teachers during the school day only if the interviews, in the judgment of the Principal or Superintendent, do not disrupt the educational program.

D. Radio and Television

The Superintendent may permit the broadcasting of athletic contests by radio or television provided that the broadcast is done as a public service or that the sponsor of the broadcast is appropriate.

Students may participate in radio and television programs if the program's objectives are to educate the public concerning the public schools or if the program provides a learning experience for the participating students.

The School Committee does not endorse the product or products of any sponsor.

Adopted: October 12, 1978

Reviewed: January 24, 2002

5-3

Publications by the Administration

A. Generally

Written materials directed to the public by the School Committee or the school administration or in the name of the local public schools must meet a standard of excellence. These materials, being a basis upon which the public judges the schools, must be free of error in both composition and content and shall be attractive and easy to read.

The School Committee encourages the publication and dissemination of materials developed by the school administration for the purpose of informing the public about the schools. The Superintendent shall be responsible for the approval of all such publications prior to their release in order to assure that the facts are accurate and that the contents of the publication reflect the policies of the School Committee.

B. Annual Reports

The Superintendent shall be responsible for the preparation of annual reports that shall be compiled according to guidelines of the State Board of Education and that shall be issued to the community and to school personnel. The reports shall contain information about achievements, plans, problems and improvements in the schools and the school department.

C. Social Media

The Superintendent shall serve as the administrator of a public Facebook page entitled Stoneham Public Schools, which will be a forum for the Superintendent and/or his designee(s) to disseminate district news, photographs, information about school events, and other community news which is salient to the general public. Login credentials for the administration of the page will be made available at all times to the Director of Technology, who is charged with overseeing all official school social media platforms.

The Stoneham Public Schools Facebook page shall be the primary official social media presence of the school district, excepting the pages established to represent each school building (Bylaw 5-7, Individual School News). Hyperlinks to all official Facebook pages shall be posted on the district website.

Commenting by members of the public on posts and other content should be encouraged, but the Superintendent and/or his administrative designee(s) shall wield unilateral discretion to “turn off” commenting on posts as they choose.

The Superintendent and/or his administrative designee(s) shall wield unilateral discretion to delete posts or comments from members of the public from the page if they deem the content to be uncivil, irrelevant, in violation of school policies or the law, or otherwise inappropriate.

Whenever possible, content which has been selected for deletion should be documented before deletion to be retained in the administrator’s records.

If the Superintendent chooses to use additional social media platforms (such as Twitter or Instagram) for school business and communication with members of the public, he shall notify the Director of Technology. Login credentials for the administration of any such social media platforms will be made available at all times to the Director of Technology.

The use of Facebook and other social media to communicate shall be subject to and limited by any other policies/laws applicable, i.e., Open Meeting Law.

D. Newspapers and Other Publications

When appropriate, the Superintendent may submit press releases, official photographs, notices, submissions or other salient content to local newspapers and publications to bring them to the attention of the community.

Adopted: October 12, 1978
Reviewed: January 24, 2002
Revised: September 26, 2019

COMMUNITY RELATIONS

5-4
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5-4

Nonschool-Sponsored Publications

The following guidelines shall govern publications not published or approved by the committee or the Superintendent:

- A. No publication that contains obscenity or pornography may be sold or distributed in any school or on school grounds. The use of asterisks, dashes or any other subterfuge will not be sufficient to avoid this restriction.
- B. No publication may be sold or distributed in any school or on school grounds if the publication contains language that is otherwise acceptable but the import of which is to create violence or disorder in the school or schools.
- C. Nonschool publications approved for sale or distribution on the school premises may be sold or distributed only at times and places designated by the Superintendent.

Adopted: October 12, 1978

Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-6
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5-6

Contests

A. Generally

This policy is intended to protect the students and the schools against exploitation by the sponsors of contests.

B. Approval

In order to be considered for approval by the Superintendent, a contest must have educational value for the students. Requests for the approval of contests must be submitted sufficiently far in advance to allow effective planning, administration and objective evaluation.

C. Criteria

Proposed contests must meet the following criteria:

1. Supplement the program of studies and not interfere with it.
2. Aid students in learning fundamental skills.
3. Appear likely to broaden the students' cultural horizons and their appreciation and understanding of community, state, national or international life.
4. Offer opportunities for students to work out contributions, solutions and creations by their own efforts.
5. Be at least as educationally valuable as the activity in the school schedule that the contest replaces.

In the secondary school the guidelines and recommendations on contests developed by the National Association of Secondary School Principals and the State Association of Secondary School Principals shall be taken into consideration by the Superintendent when approval is sought for national contests.

D. Sponsors

The sponsor of a contest shall be engaged in a creditable or acceptable enterprise and shall not use the contest as a pretext for advertising a company's name, product or service.

5-6 (page 2)

E. Restrictions

The Stoneham Public Schools do not discriminate on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

Participation by students shall be voluntary, and no fees shall be charged for participation.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: July 2012

COMMUNITY RELATIONS

**5-7
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5-7

Individual School News

A. Generally

The School Committee encourages the dissemination of news regarding individual school events and the activities of the students. The Superintendent shall encourage the news media to cover these events.

Written materials directed to the public by the School Committee or the school administration or in the name of the local public schools must meet a standard of excellence. These materials, being a basis upon which the public judges the schools, must be free of error in both composition and content and shall be attractive and easy to read.

The School Committee encourages the publication and dissemination of materials developed by the school administration for the purpose of informing the public about the schools. The Superintendent shall be responsible for the approval of all such publications prior to their release in order to assure that the facts are accurate and that the contents of the publication reflect the policies of the School Committee.

B. Social Media

Each school building principal shall serve as the administrator of a public Facebook page to represent their school, which will be a forum for the principal and/or his designee(s) to disseminate school news, photographs, information about school events, and other community news which is salient to the general public. Login credentials for the administration of the page will be made available at all times to the Director of Technology, who is charged with overseeing all official school social media platforms.

These Facebook pages and the Stoneham Public Schools Facebook page shall be the primary official social media presence of the school district. The school pages should be given simple titles which will enable members of the public to easily locate the pages (i.e. "Stoneham High School" or "South Elementary School, Stoneham, MA"). Hyperlinks to the Facebook pages shall be posted on the school websites.

Commenting by members of the public on posts and other content should be encouraged, but the principal and/or his administrative designee(s) shall wield unilateral discretion to "turn off" commenting on posts as they choose.

5-7 (page 2)

The principal and/or his administrative designee(s) shall wield unilateral discretion to delete posts or comments from members of the public from the page if they deem the content to be uncivil, irrelevant, in violation of school policies or the law, or otherwise inappropriate.

Whenever possible, content which has been selected for deletion should be documented before deletion to be retained in the administrator's records.

The Superintendent and/or his designee(s) and the Director of Technology shall conduct reasonable oversight of all individual school Facebook pages to ensure their effectiveness and professionalism.

If the building principal chooses to use additional social media platforms (such as Twitter or Instagram) for school business and communication with members of the public, he shall notify the Director of Technology. Login credentials for the administration of any such social media platforms will be made available at all times to the Director of Technology.

The use of Facebook and other social media to communicate shall be subject to and limited by any other policies/laws applicable, i.e., Open Meeting Law.

C. Newspapers and Other Publications

When appropriate, the building principal and/or his designee(s) may submit press releases, official photographs, notices, submissions or other salient content to local newspapers and publications to bring them to the attention of the community.

Adopted: October 12, 1978
Reviewed: January 24, 2002
Revised: September 26, 2019

COMMUNITY RELATIONS

5-8
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5-8

Raising and Soliciting Funds

A. By Outside Organizations

1. Generally

In general, the schools shall not be used as a collection agency for outside organizations. However, voluntary contributions by students and employees to charitable causes and fund drives of significance to the schools and the community are recognized as citizens' responsibilities.

2. Emergencies and Disasters

The Superintendent is authorized to approve the solicitation of voluntary contributions to local fund drives that are of an emergency nature or that are in response to disasters having a strong emotional effect on the community.

3. Approved Procedures

- a. Each new proposed fundraiser should be brought to the School Committee for review and approval. Annual or recurring events do not need subsequent approval after the initial review.
- b. In general, fundraisers will not be approved to hire staff members for designated grades or activities.
- c. While the School Committee values and encourages the support of community organizations, the following criteria will be considered in the approval process:
 - 1) the proposed donation will be acceptable to the committee;
 - 2) fundraising activities are consistent with the primary educational mission of the school;
 - 3) events are scheduled not to conflict with established school activities;
 - 4) fundraisers are not for purposes normally conducted by other school organizations;
 - 5) fundraisers are limited and coordinated so as not to overwhelm parents and/or the business community;
 - 6) appropriate legal and tax-status issues are addressed;
 - 7) use of children in fundraising activities shall follow other School Committee guidelines and shall exclude direct door-to-door soliciting.

B. Fund Raising by Student

1. In the Schools

Fund raising activities that are within the schools and that are officially sanctioned by student organizations must be approved in advance by the Superintendent. The sale of food, services and merchandise or the use of other activities designed to raise funds must be assigned to student organizations on the basis of need, educational value of the project and other criteria deemed appropriate by the Superintendent.

Students shall not be asked to provide personal, demographic information to any third party for a survey or fundraising activity that has not been approved by the school administration for a legitimate educational reason.

2. Outside the Schools

In considering the approval of the plans of officially sanctioned student organizations to raise funds through sales of various items and services to merchants and people of the community, the Superintendent shall establish criteria that shall be no less strict than those applicable to sales within the school. The School Committee has no desire to overburden parents, citizens and merchants with continual appeals for the support of student activities or to have students in competition with local merchants.

In consideration of the safety of students engaged in outside fund raising, the Superintendent shall restrict door-to-door solicitation to those age groups that are reasonably mature enough to benefit safely from the experience.

Adopted: February 8, 1979

Reviewed: January 24, 2002

Revised: September 27, 2007

Revised: June 5, 2008

Revised: April 26, 2012

5-9

Distribution of Communications

A. To the Community

Students may be used to distribute notices or communications that originate in the schools and that are official school business and not of a sensitive nature. All materials deemed sensitive will be mailed to the parent/guardian. In addition, with the permission of the Superintendent, students may be used to transmit communications that are to parents from parent organizations affiliated with the schools or other communications that have significant educational value.

B. To the School Committee

Written communications originating in schools and distributed to parents of students in one or more entire grades (i.e. third grade, eleventh grade) of a school will, at the same time, be sent to School Committee members.

C. In the School

The School Committee discourages the announcing of nonschool-related events in the schools. In accordance with procedures established by the Superintendent, announcements or notices that have significant educational value, widespread community importance, or widespread interest to Stoneham students may be distributed at the discretion of the Superintendent.

D. Use of School Mail and Computer Services

The use of the schools' mail distribution service shall be limited to school business and, with the approval of the Superintendent, communications by parent-teacher organizations, other school-related organizations, or appropriate non-profit organizations. The use of e-mail to communicate shall be subject to and limited by any other policies/laws applicable, i.e., Open Meeting Law.

The Committee may also direct the superintendent to utilize the district's emergency communication system to announce public functions, such as Town Meeting, consistent with the message provided by the Town Clerk.

- Adopted: October 12, 1978**
- Revised: November 18, 1993**
- Revised: January 9, 1997**
- Reviewed: January 24, 2002**
- Revised: May 1, 2008**
- Revised: December 2, 2010**

COMMUNITY RELATIONS

5-10
P

5-10

Notification of Meetings

In accordance with state law, the School Committee shall notify residents of the town of the time and place of all official meetings.

The public is encouraged to attend all open meetings of the School Committee and to present questions and requests through proper channels to the School Committee.

Adopted: October 12, 1978
Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-11
P

5-11

Publication of Reports

Written reports of studies and investigations authorized by the School Committee shall not be released to the public or news media before the members of the School Committee have received and reviewed the information.

Adopted: October 12, 1978
Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-12
P

5-12

Complaints from the Public

Complaints from the public regarding the school department or employees of the School Committee shall be directed to the principal of the school involved or to the Superintendent. An individual making a complaint shall receive a courteous and prompt reply after an investigation of the complaint. The School Committee shall be informed of these complaints when, in the opinion of the Superintendent, they damage the image or reputation of the schools.

The complainant shall have the right to appeal any decision of the Superintendent to the School Committee. The Superintendent, upon request, shall supply the School Committee with a full report of his investigation and his recommendations.

This policy is not intended to supplement or to replace provisions of state law or current contracts between the personnel and the School Committee.

Adopted: October 12, 1978
Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-14
P

5-14

Gifts to Staff Members

A. Generally

No employee shall accept gratuities, gifts or fees that might impair or might appear to impair professional judgment or shall offer any advantage, service or thing of any value to obtain special advantage.

B. Gifts by Students

The School Committee discourages students from giving gifts to members of the staff'. Students and parents who wish to express high regard for a staff member's efforts should use notes and letters of appreciation. Any gifts must conform to the limits of the state Conflict of Interest law (M.G.L. Chapter 268A) and should be designated for the library or other appropriate school-wide purpose.

Adopted: October 12, 1978

Reviewed January 24, 2002

Revised: August 5, 2010

COMMUNITY RELATIONS

5-15
P

5-15

Staff Directories

The names and addresses of employees of the School Committee may be compiled annually for use in the school department. No staff directory may be released or sold if it will be used for commercial purposes or if the persons whose names are included might become the object of solicitors.

Adopted: October 12, 1978
Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-16
P

5-16

Political Activities*

The School Committee encourages employees to exercise all their rights as citizens including involvement in political activities. However, while students are under the supervision of the school department, employees shall not use their position in the school department to promote a political cause or to attempt to indoctrinate students. The political activities of employees shall be restricted to their off duty hours.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec 44. *Restrictions on teacher's political rights.*

Adopted: October 12, 1978

Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-18
P

5-18

Citizens' Advisory Committees

The School Committee desires to involve local citizens in the activities of the schools.

The School Committee, at its discretion or as required by law, may appoint advisory committees of citizens of the community. Citizens' committees shall be given specific instructions regarding their authority, the areas or problems they are to consider and the body to whom they shall submit their reports.

Unless extended, citizens' committees shall expire upon rendering their reports, upon the completion of their assignment or at the discretion of the School Committee.

Adopted: October 12, 1978

Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-19
P

5-19

School Visitors

A. Visitors to Schools

Schools in the department welcome visits by school patrons and other persons. In order to protect the students, staff and property, visitors during the school day first shall report to the principal's office for authorization to be in the building or on the grounds. The Superintendent shall formulate such regulations as are necessary to protect students and property from unauthorized visitors and shall inform law enforcement officers if necessary to enforce this policy in the case of uncooperative violators.

B. Trespassing

No one shall be in the school building or on school premises during hours of darkness unless the person is on official school business, is participating in a supervised school activity, is authorized by the administration or is attending an activity open to the public. Unauthorized persons loitering on school property may be treated as trespassers.

Citizens of the town are encouraged to use the school grounds for recreational purposes during hours of daylight if the facilities are not being used by the school department. Persons using the facilities under the above conditions do so at their own risk.

Persons who use the school grounds and equipment and who create a disturbance or commit an act or acts of vandalism may be treated as trespassers.

Adopted: October 12, 1978

Reviewed: January 24, 2002

COMMUNITY RELATIONS

5-20
P

5-20

School Councils

A. General

This policy is designed to implement the provisions of Chapter 71, of the Acts of 1993, Section 53, which requires the establishment of school councils in all of the public schools in the Commonwealth of Massachusetts.

B. Philosophy

The Stoneham School Committee supports and encourages the intent and purpose of school councils. The Committee believes that parents, teachers, high school students and other members of the community, working collaboratively to advise the principal, will enhance the education of all of the children in Stoneham. The Committee recognizes that the need to keep the size of the council manageable makes it difficult if not impossible for all segments of the school community to be represented as part of the council. The Committee urges PTLs and faculties, when defining the election/selection process, to remind their membership of their need to ensure that the council itself is as broadly representative of all of the different groups within the school as possible. The law clearly states the importance of councils reflecting the racial and ethnic diversity of the building and school community.

While the Committee supports the attempt to foster a collaborative effort at the local school level, it also recognizes its responsibility to provide a common direction for all the students in Stoneham regardless of which school they attend. To that extent it is the expectation of the Stoneham School Committee that school councils, when developing school improvement plans, will not only address the areas contained within the Reform Act, but also will identify how each school intends to meet the systemwide mission and core values of the Stoneham Public Schools as adopted by the School Committee and stated as follows:

MISSION

The mission of the Stoneham Public Schools is to develop students who

- Are creative, critical, and independent thinkers
- Have respect and tolerance for self and others
- Know and apply communication and computation skills
- Are healthy and responsible contributors to society

CORE VALUES

The School Committee and staff of the Stoneham Public Schools believe that this mission requires that we

- Commit to a common and understood purpose
- Hold high expectations for all children
- Honor teaching
- Value diversity
- Insist on competence and professionalism
- Reject political behavior
- Foster innovation
- Seek new knowledge and growth
- Trust, respect, and involve others
- Communicate directly, openly, and honestly
- Listen with understanding
- Establish purpose before action
- Work together

C. Purposes

The purposes of the school councils are to:

- assist and advise the principals in adopting educational goals for the schools;
- assist and advise principals in the identification of the educational needs of the students;
- assist and advise principals in the review of the annual school budget; and
- assist and advise principals in the formulation of a school improvement plan.

D. Membership, Term of Office, and Meeting Procedures

The School Committee shall ensure that the process for the selection of councils is representative. No staff member, student, parent, or at-large-member may serve concurrently on two school councils effective when said members complete present terms of office. Other provisions for membership, term of office, and internal operations shall be determined by the principal. Meeting procedures which shall be in compliance with MGL Chapter 39, sections 23A, 23B and 23C Open Meetings and Participation by the Public.

E. Training

The School Department shall provide training for principals, co-chairs, newly elected school council members, and entire school councils when requested or otherwise deemed necessary.

F. Budget

School councils will be encouraged to review annually the school budget but authority over the budget will be maintained by the School Committee.

G. School Improvement

The principals, in consultation with school councils, shall adopt education goals for the schools and shall formulate a school improvement plan to advance such goals. The schools' educational goals must include the student performance standards adopted by the Massachusetts Board of Education, be consistent with any educational policies established for the public schools of Stoneham, and shall assess the needs of the school in light of these goals. The school improvement plan shall address the system-wide mission statement, core values, and strategic plan adopted by the School Committee. The council should be represented on community-based committees involved in the development of strategic plans. The school improvement plan shall include an assessment of the impact of financial resources, class size, facilities, and community support. In keeping with the school reform law, special attention should be given to the following: professional development for the school's staff; the allocation of any professional development funds in the annual school budget; the enhancement of parental involvement in the life of the school; safety and discipline; the establishment of a welcoming school environment, characterized by tolerance and respect for all groups; extracurricular activities; the development of means for meeting the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs within the regular education programs; and such further subjects as the principal, in consultation with the school council, shall consider appropriate. Each school improvement plan shall be submitted to the School Committee for review and approval annually by May. If said school improvement plan is not reviewed by the School Committee within thirty days of said school committee receiving said school improvement plan, the plan shall be deemed to have been approved.

Legal References:

M.G.L., ch 71, sec 59.

School Councils

M.G.L., ch 39, sec 23A, 23B and 23C.

Public Meeting Law

Adopted: October 21, 1993

Revised: January 19, 1995

Reviewed: January 24, 2002

5-23 Community Use of School Facilities

A. Generally

The School Committee encourages the citizens of Stoneham to use the facilities of the Stoneham School Department if the use does not interfere with the educational program of the schools and maintains the safe conditions necessary to sustain the programs of the schools. Public use of the facilities by the citizens of Stoneham must be for educational, recreational, social, civic, charitable, or similar purposes that the School Committee deems in the interest of the community.

School facilities shall not be used for commercial or personal profit but may be used for social, civic, philanthropic and like purpose as deemed to be in the interest of the community. They shall be used in accordance with this policy and the regulations and rental fee schedule recommended by the Superintendent and approved by the School Committee. The School Committee will approve and periodically review the fee schedule set for the use of school facilities (see Addendum #1, "Rental Fee Schedule"). In situations where there is no cost factor to the school system, or in situations where a mutual exchange of facilities is possible between the school system and the organization, rates may be modified or eliminated by the Superintendent. In situations where extended usage is required, rates may be set at a contract price.

School facilities will be available for the following activities/events, according to Addendum #2 ("Regulations and Application Procedures to Accompany Policy Use of School Facilities") with preference given to those so noted in this priority order:

1. public school activities
2. parent/ teacher sponsored activities
3. non-private Stoneham youth activities, including park, playground, field, and/or gymnasium use for public youth group activities
4. meetings and activities sponsored by the School Committee and school personnel/organizations
5. official town public hearings and related civic activities as necessary
6. local non-profit and non-commercial organizational activities
7. local non-public requests for adult group activities

B. Application for and Approval of Use of Facilities

The Superintendent is authorized to organize and administer a plan for the receipt and approval of applications for the use of facilities by non-school groups.

Non-school related organizations that wish to use a facility and who charge a fee for the function in that facility must be declared a non-profit organization and have a not-for-profit status.

Fundraising activities that are held on school grounds, if officially sanctioned by student organizations or other in-town non-profit agencies whose main purpose it is to promote the betterment of the youth in the community, must be approved in advance by the Superintendent. In considering the plans of officially sanctioned student organizations and other non-profit betterment agencies to use school facilities to raise funds through the sales of various items and services to merchants and people of the community, the Superintendent shall establish criteria that shall be no less strict than those applicable to sales within the schools. It is further understood that town-wide agencies that use school facilities for approved fundraising activities will be responsible for all costs incurred by the School Department as a result of their fundraising.

C. Lighted Athletic Field

1. Football field and lights will remain strictly under the control of the School Department in the persons of the Superintendent, Athletic Director and High School Principal.
2. It is expected that the field will be used as follows:
 - a. Evening High School athletic events as determined by the Athletic Director and High School Principal;
 - b. Short-term practice sessions if other school facilities are unavailable;
 - c. Other activities must be approved by the Superintendent, Athletic Director and the High School Principal. Previously approved events may be rescheduled to use the field if there is a forced cancellation.
3. Varsity football games will be scheduled first and then other varsity contests as availability of field and scheduling permit.
4. The lighted field shall not be used for non High School events without the prior approval of the Superintendent.
5. Students are not to be involved in fundraising activities to defray the cost of the lights.

D. Usage Restrictions

The Superintendent reserves the right to require that all applicants who intend to use the facility with children have a current CORI report on file with all of their employees and volunteers.

The individual or organization using the school facilities must assume responsibility for damages to the property occurring during the time of authorized use. The individual or organization must also provide appropriate adult supervision and, in advance of the

event open to the public, crowd control plans acceptable to the Superintendent. Should such supervision not be available, the planned event must be cancelled.

The possession of alcoholic beverages or smoking in or on School Department buildings and grounds is not permitted.

Political materials are not to be distributed during events sponsored by individuals or organizations.

E. Emergency Use

The Superintendent shall open the schools as necessary in times of emergency and shall cooperate fully with the directors of appropriate agencies regarding the use of schools and equipment.

Plans and procedures shall be formulated and posted for the emergency evacuation of persons attending public events in school buildings or on school grounds. The sponsors of events open to the public shall have the responsibility for being aware of these procedures and implementing them in cases of emergency, with special attention to all fire and safety requirements and procedures.

F. Other

The Superintendent reserves the right to rescind any permission for school facilities use. The application procedure for use of school facilities and the fee structure for use are included in the policy manual as exhibit documents coded as Addendum #1 and Addendum #2 because of their potentially changing nature.

Legal Reference:

M.G.L.,Ch.71.

M.G.L.,Ch. 272, 40A

M.G.L.,Ch.71, 37H, 71, 2A

Use of school property: purposes.

Alcoholic beverages;gift, sale. Dehvery or possession on public school premises.

Use of Tobacco

Adopted: October 12, 1978

Amended: October 11, 1979

Amended: February 12, 1987

Amended: November 17,1988

Amended: February 23, 1999

Amended: January 25, 2001

Reviewed: January 24, 2002

Amended: January 22, 2004

Amended: October 19, 2006

Amended: September 23, 2010

Amended: March 6, 2014

Amended: April 7, 2016

ADDENDUM #1

STONEHAM PUBLIC SCHOOLS' FACILITY RENTAL FEE STRUCTURE

Any Stoneham Youth Groups in existence for the betterment of the youth of Stoneham will only be charged a Permit fee of \$150 per season, per agreed upon space and or field. However, as noted in the regulations, all groups may be assessed a custodial fee in accordance with contractual rates.

RATE FEES	HOURLY (MIN. 2 HOURS)
<u>A. PRIVATE GROUPS</u>	
<u>Schools</u>	
All classrooms	\$30.00
Gymnasiums (exclusive of gymnastics)	\$100.00
Auditorium	\$100.00
Cafeteria	\$60.00
Weight room	\$60.00
Parking lot	\$75.00
Lighted Track or Stadium	\$300.00
Fields	\$100.00

Seasonal discounts may be negotiated upon request.

Revised 06.19.08

Revised 03.11.10

Revised 03.06.14

Revised 02.09.23

**ADDENDUM #2
REGULATIONS AND APPLICATION
PROCEDURES TO ACCOMPANY POLICY FOR USE OF
SCHOOL FACILITIES FOR OTHER THAN REGULAR SCHOOL PURPOSES**

A. Availability of School Facilities

1. **Rental Areas** - Auditorium, gymnasiums, cafeterias, music rooms, cafeteriums, classrooms, and athletic fields will be available for use of or organizations as described in the policy and who meet the requirements outlined in the section on applications. Applications are to be approved by the Superintendent of Schools or his designee.
2. **Town/School Priority** - Permission to rent facilities will be granted to qualified applicants; however, such rental of the facilities will be subject to cancellation when school or town organizations take precedence.
3. **Custodial Coverage** - Use of facilities will be granted only when staff are available to supervise the use of the building. No custodial coverage will be required for youth groups when custodians are already on duty. Custodial coverage fees will apply to non-profits at the current contracted rates.
4. **Type of Activity** - The Superintendent of Schools reserves the right to decide when a facility is suitable for use/or the type of activity allowed.
5. **Instruction** - Use of school facilities for the instruction of public school children outside of regular school hours will be permitted only when the program is approved by the Superintendent of Schools.
6. **Cancellation of Event** - Any organization wishing to cancel its reservation must give 24 hours notice. This must be done by calling the Office of Facilities and Maintenance (781) 279-3803 between the hours of 8:00 a.m. and 2:30 p.m.
7. **Instructors and Supervisors** - All instructors and supervisors shall be provided by the group requesting the use of the facility. Instructors and supervisors are responsible for the conduct of the members of their group and are to be the last of their group to leave the building.
8. **Use of Special Equipment** - Any applicant may request use of public address facilities or lighting system, and this use may be granted for a fee-for-service basis. Persons and/or organizations using stage lighting systems at any of our schools are required to hire or otherwise have in attendance, a person trained in operating the stage lighting system. Arrangements may be made with the facilities department to have an operator assigned.
9. **Use of Curtains / Props**- No weight adjustments or rope lock adjustments in any school auditoriums or cafeteriums are to be made without the express written permission of the

Superintendent of Schools, Director of Facilities or his designee in each instance. All adjustments are to be made by a member of the custodial/ maintenance staff present.

10. **Computer Lab Use and Regulations** - Stoneham Public Schools invite organizations and community groups to make full use of the technology equipment available in our town. In an effort to keep the equipment operating it is essential that any organization wishing to make use of our facilities adhere to the following guidelines.
 - a. Groups must contact the school principal and receive permission to use the equipment. It is advised that a group give the principal at least one month's notice.
 - b. Each group must fill out "application for use" provided by the school that describes in detail the workshop or activity that will be conducted in the labs.
 - c. This application will also describe the workshop provider's technology experience.
 - d. Organizations are required to hire a paid Stoneham Public Schools' technical staff person.
 - e. Organizations are welcome to use any software already licensed and installed by the school. If a group plans to use software other than that already installed on the machine, the software must be fully licensed and installed by the Stoneham Public Schools' technical staff person.
 - f. Organizations must follow the practices outlined in the "Stoneham Public School Acceptable Use Policy" when using the Internet.
 - g. Food and drink are prohibited in lab areas.
11. **Supplies and Storage** - Groups will not be allowed to use expendable supplies such as basketballs, volleyballs, badminton rackets, belonging to the Stoneham Public Schools. The school department will not store equipment belonging to other groups.
12. **School Holidays** - School facilities will not be available on school holidays without prior written approval of the Superintendent or designee.
13. **Smoking** - In accordance with Section 37H of the Education Reform Act of 1993, the use of any tobacco products within school buildings, the school facilities or on the school grounds by any individual, including school personnel is prohibited.
14. **Alcohol** - There shall be no alcoholic beverages brought to and/or consumed in any school building or any school grounds.
15. **Food and Beverage** - A plan for selling, serving and consumed food and beverages must be submitted, in writing, indicating what is being sold and where it is to be sold to the Superintendent of Schools or his designee 4 weeks in advance. There will be no food or drinks in gymnasiums in the school system except non-spill water bottles. Outside vendors

will only be approved if the school lunch contractor is unable to provide the required services.

16. **Regulations** - Copies of these regulations will be provided to each group or individual renting or using Stoneham school facilities.

B. Applications

1. **Procedures** - Application for use of school facilities must be made on a form provided by the school facilities office at least 15 school days in advance of the date on which facilities are desired. Application by school personnel for approved use of facilities outside the regular hours must be filed as indicated in the information provided previously. However, facility requests for the year must be submitted by August 15th. Upon approval of them by the Superintendent or his/her designee, a permit will be issued showing thereon any charges for facilities unless waived by the Superintendent of Schools or his designee.

Forms are to be solicited, completed, and submitted as designated below. Upon approval of the application, such approval and any charges for facilities will be noted in writing to the applicant.

- **For school field and gymnasium use:** Submit to the Director of Athletics and Physical Education at 149 Franklin Street, Stoneham 02180.
 - **For auditorium use:** Submit to the appropriate building principal.
 - **For computer labs:** Submit to the appropriate building principal.
 - **For all other use:** Submit to the appropriate building principal.
2. **Age** - Applicants or representatives of the organizations signing the application must be over 21 years of age.
 3. **Deposit** – The School Department may require an advance deposit to cover use and custodial fees.
 4. **Liability Agreement** - Signers of the application must agree to assume responsibility for any damage or loss of property arising from use of school facilities, and to assume such liability without expense to the Town, and must agree to an Indemnity Agreement in favor of the School Committee, the Town of Stoneham and their officers and employees. **A certificate of general liability, with a minimum limit of \$1,000,000, naming Town of Stoneham/Stoneham Public Schools as an additional insured, must be submitted to the Business Office at least seven (7) days prior to the event. All dates of rental must be covered by the insurance policy.**

Stoneham Public Schools

SCHOOL-BASED PUBLIC ACCESS DEFIBRILLATION PROGRAM

POLICIES AND PROCEDURES

Stoneham Public Schools
SCHOOL-BASED PUBLIC ACCESS DEFIBRILLATION PROGRAM
POLICIES AND PROCEDURES

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Stoneham Public Schools
SCHOOL-BASED PUBLIC ACCESS DEFIBRILLATION PROGRAM
POLICIES AND PROCEDURES

INTRODUCTION

A public access defibrillation (PAD) program provides an opportunity for trained responders at participating Stoneham Public Schools to deliver early defibrillation to victims of cardiac arrest. Use of an Automatic External Defibrillator (AED) is intended to maximize the chance of survival based upon the steps taken during the critical minutes before emergency medical services (EMS) providers arrive and assume responsibility for care of the patient.

This document outlines the following relating to this PAD program:

- ♥ Goals and Objectives
- ♥ System Organization
- ♥ Training
- ♥ Procedures: AED location, maintenance, use and post-incident

I. GOALS AND OBJECTIVES

The goals of this AED program are to:

1. promote public awareness of AED use in the Stoneham community as part of broader state and national initiatives;
2. improve the likelihood of survival for people suffering cardiac arrest by:
 - implementing an AED training program for designated Town of Stoneham personnel based in participating public schools,
 - implementing a preparedness strategy intended to maximize the likelihood of a positive outcome for victims of cardiac arrest, and
 - training Stoneham public school students in AED use as part of cardiopulmonary resuscitation (CPR) training;
3. meet the requirements of Massachusetts General Laws c. 112 Section §12V½ relating to public access defibrillation programs.

This AED program is intended to make AEDs available for use only by individuals who have current evidence of successful completion of a course in CPR and use of an AED that meets or exceeds the standards established by the American Heart Association or the American National Red Cross. This program requires that any such person, in each instance of responding to a request for emergency care, contacts EMS and provides a report to the AED program Medical Director.

II. SYSTEM ORGANIZATION

1. The Medical Director is a physician licensed to practice in Massachusetts who practices in or adjacent to the EMS region in which Stoneham is located, is knowledgeable about EMS protocols established under Massachusetts law, is familiar with CPR and AED action sequences, has specialized training and knowledge concerning public access defibrillation, contracts with the Town of Stoneham to provide medical director services and who will
 - ⇒ oversee all medical aspects of the program in coordination with the Town of Stoneham School Physician
 - ⇒ ensure proper training and maintenance of skills for targeted responders
 - ⇒ help the AED program
 - establish and review policies and procedures
 - establish a quality review and improvement program, including post-drill and post-incident debriefing
 - establish and maintain a relationship with local EMS
 - ⇒ in accordance with the specific requirements of M.G.L. c. 112 §12V½
 - coordinate the activities of the AED program and its AED providers
 - evaluate the activities of the AED program
 - be responsible for ensuring that the AED program complies with AED maintenance, AED provider training and notice requirements

2. The Program Coordinator is an employee of the Stoneham School Department who will
 - ⇒ have primary responsibility for AED program development and implementation
 - ⇒ act as primary liaison among the AED program participants (e.g. Medical Director, school Site Leaders, EMS, etc.)
 - ⇒ coordinate non-medical aspects of the AED program
 - ⇒ coordinate documentation (relating to training, AED maintenance, use and post-incident data collection)
 - ⇒ coordinate compliance with appropriate legal requirements

3. A Site Leader at each participating Stoneham public school is an employee of the Stoneham School Department who will
 - ⇒ be responsible for day-to-day operation and be accountable for the AED program at the site
 - ⇒ check AED equipment and accessories (by Site Leader and/or designees) and document, in accordance with maintenance procedures
 - ⇒ maintain a list of and documentation of training for all targeted responders at the site and forward copies to the Program Coordinator
 - ⇒ coordinate and document site-specific drills and refresher training
 - ⇒ maintain documentation regarding use of AEDs
 - requests for deployment of an AED
 - attachment of defibrillator pads to a patient

The Site Leader must have a designated back up at all times when the school is open.

4. The School Department Training Coordinator is an employee of the Stoneham School Department who (under the direction of the Medical Director and the Program Coordinator) will
- ⇒ coordinate and document initial AED training, annual refresher and biennial retraining and any additional training on an ad-hoc basis for certain designated Stoneham School Department personnel
5. The AED Site Advisory Team at each school participating in the AED program is a group that will include the Site Leader and school nurses, Director of physical education, and school administration (and others as appropriate), that will:
- ⇒ develop site-specific policies and procedures and training programs in consultation with the Medical Director and Program Coordinator
 - ⇒ support implementation of the AED program at the site
 - ⇒ support consideration of, planning for and inclusion of AED and CPR training in the student curriculum

III. TRAINING

The Stoneham School Department Training Coordinator will coordinate and document initial AED training, annual refresher and biennial retraining for certain designated Town of Stoneham School Department personnel. At each participating school, the AED Site Advisory Team will make recommendations as to the number and identity of targeted responders and will develop a plan for initial AED training and retraining of the targeted responders for the site (other than school personnel).

Site-based training will include a review of site-specific emergency communication and response plans as well as use of specific AED devices. At least once during each school year, site-based training will incorporate: (1) a site drill; and (2) skills review for individual targeted responders. This site-based training will be coordinated and documented by the Site Leader, with the assistance of the Director of Clinical Services and the Medical Director.

School-based town personnel may participate in the AED program as targeted responders after submission of current documentation to their Site Leader in accordance with these policies and procedures. Each targeted responder in the AED program is:

- (1) required to have and to submit to the Site Leader current documentation of successful completion of a course in basic life support that includes CPR and the use of AEDs according to the standards and guidelines of the American Heart Association or the American National Red Cross;
- (2) responsible for being familiar with the Stoneham Public Schools School-Based Public Access Defibrillation Program Policies and Procedures and the relevant site-specific policies and procedures, and
- (3) expected to attend the AED Program site-based training and to achieve a satisfactory skills evaluation each school year.

The Site Leader will maintain the following documentation for each targeted responder:

- (1) current evidence of CPR and AED training that meets the requirements of this policy.

This AED program includes an effort to develop and implement AED training for students at participating schools. Each AED Site Advisory Team will support consideration of, planning for and inclusion of AED and CPR training in the curriculum for students at its school.

IV. PROCEDURES

A. Location, Mobility of Device(s):

The AED devices shall be at the sites and specific locations listed on Item F. Each AED will be the responsibility of the Site Leader or a designee (indicated in writing), or his/her designated back up.

B. Maintenance:

See the AED manufacturer's Operating Instructions Manual for detailed maintenance information and instructions. The Site Leader or designee responsible for an AED will perform and document as follows:

⇒ Daily and after each use

- Check readiness display for 'OK' and confirm no battery indicator or service indicator displayed
- Visually inspect AED: proper location, clean, no tampering
- Initial daily log

⇒ Monthly and after each use

- Inspect AED, case, connectors, battery according to Operator's Checklist
- Check station against AED Station Inventory, and restock as needed
- Enter date, print and sign name on monthly log

⇒ After each use

- Inspect exterior for dirt or contamination and clean if needed (see Operating Instructions)

Whenever results of inspection require action (per manufacturer's Operating Instructions Manual or these procedures) and after each dispatch or use (anytime defibrillator pads are attached to a patient), document in the AED General Log. If the unit needs immediate service or supplies, remove from service and notify the Program Coordinator immediately. If the unit is still operational but requires service or supplies will expire soon, Site Leader should notify the Program Coordinator promptly.

C. Use of AED:1. Early access to EMS (911)

- ⇒ Assess responsiveness – tap victim and shout “Are you OK?”
- ⇒ If unresponsive, activate emergency response system
 - If alone, activate EMS by calling 911* and get AED*
 - If not alone, stay with victim and assign someone to
 - activate EMS by calling 911*
 - get AED*

When activating 911, provide: location, telephone number, nature of emergency, what aid is being provided (ex. “we’re using an AED”).

2. Early CPR

- ⇒ Check ABC’s (Airway, Breathing, Circulation)
- ⇒ If no breathing, provide rescue breathing
- ⇒ If no circulation
 - if AED is immediately available, attempt early defibrillation
 - if AED is not immediately available, perform CPR and prepare to attempt defibrillation when AED arrives

3. Early defibrillation

NOTE: • IF VICTIM IS <8 YEARS OLD OR <55 LBS/25 KGS PEDIATRIC ELECTRODES SHOULD BE USED, IF AVAILABLE
 • REMOVE VICTIM FROM CONTACT WITH WATER AND DRY CHEST

- ⇒ Power on AED
- ⇒ Attach AED electrodes to victim’s bare chest
- ⇒ Allow AED to analyze (do not touch victim)
 - Clear victim during analysis (“I’m clear, you’re clear, everyone’s clear”)
- ⇒ If advised to shock (do not touch victim)
 - Clear victim (“I’m clear, you’re clear, everyone’s clear”)
 - Press shock button
- ⇒ Continue to follow AED prompts until EMS arrives

4. Early advanced care

- ⇒ EMS takes charge of victim upon arrival

* See site-specific response plan for procedures to activate EMS and retrieve AED.

⇒

- ⇒ Provide victim information to EMS: name, age, known medical problems, details of incident, victim condition and aid provided (incl. number of shocks administered)
- ⇒ Electrodes remain in place on victim (detached from device); school's AED remains with representative of school who returns device to Site Leader as soon as possible
- ⇒

D. Post-incident:

Any time that defibrillator pads are attached to a patient and when otherwise appropriate:

- ⇒ Targeted responder notifies Site Leader. Site Leader notifies Director of Clinical Services, who notifies Medical Director and Program Coordinator.
- ⇒ AED responder must complete the event summary form and return to Site Leader or provide the same information to Site Leader (who completes the form). Site Leader forwards copy to Program Coordinator, who retains one copy and forwards a copy to Medical Director. Site Leader documents additional information relating to incident as appropriate.
- ⇒ Site Leader or designee takes AED out of service. Any AED data will be downloaded or printed from AED by or under the direction of the Program Coordinator. The Program Coordinator will retain one copy of the data report, and forward one copy to the Medical Director.
- ⇒ Before AED is entered back into service, Site Leader will inspect, clean if needed and re-stock AED station (according to "Maintenance" above).
- ⇒ The Medical Director will conduct a post-incident review (including quality improvement) and debrief program staff and those involved in the incident. As appropriate, the Medical Director will also ensure patient outcome monitoring and a trained rescuer emotional support process.

E. Outside School Hours:

Public access program is in place

- AED available in unlocked cabinets
- Intended for use by trained members of the public at large

**STONEHAM PUBLIC SCHOOLS
SCHOOL-BASED PUBLIC ACCESS DEFIBRILLATION PROGRAM**

<u>TITLE</u>	<u>NAME</u>	<u>CONTACT INFORMATION</u>
EMS Contact	Action Ambulance Wilmington	Tel: 979-253-2606
School Nurses	Gloria Howard South School	Tel: 781-279-3880 Fax: 781-279-2104
	Sandra Malzone High School	Tel: 781-279-3810 Fax: 781-279-2070
	Kim Hadfield, Heather Lamarre Middle School	Tel: 781-279-3840 Fax: 781-279-3843
	Kathleen Lavery Colonial Park	Tel: 781-279-3890 Fax: 781-279-3892
	Ann Marie Thistle Robin Hood School	Tel: 781-279-3870 Fax: 781-438-8697
General School Physician	Dr. Marc Pifko	Tel: 781-662-6400

This listing shall be annually maintained and updated by the Superintendent's Office.

STONEHAM PUBLIC SCHOOLS
SCHOOL-BASED PUBLIC ACCESS DEFIBRILLATION PROGRAM

LOCATION OF AEDS:

<u>Site(s):</u>	<u>Specific Location(s)</u>
Stoneham High School	AED 1 Main Lobby
	<u>AED 2</u> Gym Lobby
Stoneham Middle School	<u>AED 1</u> Main Lobby
	AED 2 Gym Lobby
Colonial Park School	<u>AED 1</u> Main Lobby
	AED 2 Gym Lobby
Robin Hood School	<u>AED 1</u> Main Lobby
	AED 2 Cafeteria
South School	<u>AED 1</u> Main Lobby
	AED 2 Gym Lobby

Adopted: April 10, 2008
Revised: January 28, 2010

COMMUNITY RELATIONS

5-28

P

5-28

Parent Organizations

The School Committee encourages the formation of parent-teacher or parent-teacher-student groups in order to foster close relationships between the schools and parents. The School Committee strongly urges teachers to participate actively and to attend meetings of these organizations.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: August 5, 2010

COMMUNITY RELATIONS

5-29

P

5-29

Naming New or Renovated School Facilities

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration should be chosen. The committee also feels that it is appropriate to name schools for physical locations; geographical areas; distinguished local, state, and national leaders ***whose spirit and contributions to the educational community in Stoneham and/or abroad were both positive and beneficial, and*** whose name will lend dignity and stature to the school; or significant or pertinent events.

Whenever the School Committee considers it appropriate to name or rename a school or designated space in a school, , it will charge the Superintendent of Schools with forming a committee, to be appointed by them, with residents of the community, which may include parents, students or former students, to develop specific recommendations to be made to the School Committee regarding the naming of a school or space within a school. This recommendation must include rationale that would justify the school or space within a school being associated with the name so recommended. The School Committee will conduct a public hearing before taking any action of the naming of a school or school space. The School Committee will have final and absolute authority over the naming of a school or space within a school.

In order to lessen community or fractional pressures that may build up over the appropriateness of naming a school or school space, it is expected that an orderly announced procedure will be identified, including allowing community residents adequate time to express interest in serving on a School Naming Committee.

It is anticipated all such School Naming Committees will be appointed by the School Committee well in advance of a new school or reopening so that proper detail can occur regarding necessary signage of a school or school space.

Adopted: June 8, 2000

Reviewed: January 24, 2002

Revised: October 6, 2005

KHB - ADVERTISING IN THE SCHOOLS

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school district, i.e. handbooks/newsletters/websites, will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations such as drama/graduation/sports programs, yearbook, etc., subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school district to promote any product will not be permitted by the Committee.

CROSS REF.: KHA Public Solicitations in the Schools
KHB-R Advertising in The Schools

First Reading: November 2, 2023
Adopted: November 30, 2023

KHB-R – GUIDELINES FOR ADVERTISING IN THE SCHOOLS

In order to raise revenue to maintain and improve the range and quality of educational opportunities offered by Stoneham Public Schools, the School Committee may approve advertising if the following conditions are met:

1. Revenue generated from advertising shall be utilized for the sole benefit of the School District and be deposited into the appropriate school department revolving fund.
2. Advertisements may be displayed for specific events or over the course of a longer period of time if approved by the School Committee.
3. The Superintendent and Municipal School Budget Director will set the rates for advertisements, consistent with any bidding laws (chapter 30 B), subject to the approval of the School Committee.
4. The promotion of advertising and sponsorship by organizations which have been established to provide financial support for district programs shall be subject to a memorandum of understanding between the School Committee and the organization.
5. Any changes to or renewals of the memorandum of understanding must also be approved by the School Committee.
6. The School Committee reserves the right not to accept financial support from a supporting organization.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder or violence;
2. Attack, demean, harass, or ridicule any person or group of persons on the basis of ethnic, racial, gender, or religious affiliation or any other protected class;
3. Be libelous;
4. Inhibit the functioning of the school and/or district;
5. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general county, municipal or school election;

6. Promote any religious or political organization; promotes or opposes any political candidate or ballot proposition.
7. Be obscene or pornographic, as defined by prevailing community standards throughout the district;
8. Promote the use of drugs, alcohol, tobacco, e-cigarettes, firearms or certain products that create community concerns;
9. Use any district or school logo without prior approval.

Advertisements shall not be disruptive of the educational process or jeopardize the safety of students, staff and/or the public by their content or physical properties.

At no time shall school property be damaged by advertisements or by the direct consequences of such advertisements nor should the School District incur any cost in connection with any such advertisement.

The following conditions must be in place for advertisement, sponsorship, and/or other revenue enhancement:

1. No curriculum materials shall be purchased or used that contains promotional information about a product, service, company, or industry that is inappropriate to the lesson being taught in the content of the curriculum.
2. All company / benefactor logos appearing on district property shall be for product or sponsor only for identification purposes. Signs, banners, or other items bearing the company logo shall be approved by the School Department prior to display. The size and period of display shall be identified as part of the approval process.
3. No corporate relationship shall be permitted that requires students to promote or endorse a product, service, company, or industry.
4. No student shall be asked to complete surveys to provide marketing information to vendors or distribute to vendors any personal information of students including names, telephone numbers, or addresses.
5. The district shall not enter into any contract where personal information will be collected from the students.
6. Students shall not be required to observe, listen to or read commercial advertising.

7. The School Committee shall retain sole final authority in the decision to enter into a memorandum of understanding with a business/corporation/benefactor.

LEGAL REFS.: 603 CMR 27.00, Time on Learning
M.G.L. 71:37M and N; 71:38R
M.G.L. 44:53A

LEGAL REFS: Chapter 184, Section 197 of the Acts of 2002

CROSS REFS: GBEC, Staff Gifts and Solicitations
JJE, Student Fund-Raising Activities
JP, Student Gifts and Solicitations

First Reading: November 2, 2023
Adopted: December 14, 2023

INSTRUCTION

SERIES 6

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INSTRUCTION

SERIES 6

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INSTRUCTION

6-0
P

6-0

Purpose, Goals and Objectives of the Stoneham Public Schools.

A. Purpose

The purpose of the Stoneham Public Schools is to produce an environment in which every student will be given the opportunity to develop to his or her maximum intellectually, socially, emotionally and physically and to acquire the skills and values necessary to become a self-educating, reliable and responsible citizen in a diverse and increasingly complex democratic society.

The Stoneham Public Schools do not discriminate on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

B. Principles

Certain fundamental principles must be complied with if an environment is to be created that will enable the schools to attain their goals and objectives. These principles are the following:

1. The curriculum must constantly be revised to adjust to advancing knowledge and changing conditions and needs. Stability in the educational program is important and may be achieved by retaining proven procedures and methods, but the program should never become static.
2. Equal educational opportunity does not mean identical education for all. Individuals differ in intellectual capacity, aptitudes, interests, background, personality and ambition. Each individual should be given the opportunity to develop an awareness of his or her potentialities.
3. Teachers should be selected on the basis of:
 - a. a broad general education and in-depth knowledge of specific subject areas.
 - b. successful teaching experience or its equivalent.
 - c. dedication to teaching and youth and devotion to the educational goals of the Stoneham Public Schools.
 - d. an ability to interpret and act upon an individual's and/or a group's needs, abilities and potentialities.
 - e. training and/or experience in child-centered activities.

Purpose, Goals and Objectives of the Stoneham Public Schools (cont)

4. Trained guidance personnel, working with students, parents and teachers, should evaluate the progress of each student and should recommend a program that will lead to his or her fullest development. Students should be encouraged to make maximum use of their educational opportunities.
5. Buildings should be planned carefully in order that they will be of sufficient size and flexibility to meet the needs of present and future curricular offerings and yet remain within the town's ability to pay. Sufficient provision must be made for educational equipment and materials that aid the learning process in being efficient and enjoyable.
6. In order to remain current with our rapidly evolving society, every opportunity will be used to integrate into the educational process such community resources as the following: interested citizens, professional people, business leaders, persons involved in human service and local facilities such as town departments, the Historical Society, Unicorn Recreational Area and Whip Hill.

C. Goals

The goals of the Stoneham Public Schools are to help every student to:

1. Acquire academic competence in the various subject areas and to develop and maintain intellectual curiosity.
2. Attain the ability to think critically, to evaluate constructively and creatively and to acquire the basic skills needed for communications, perception, conceptualization and evaluation of ideas on the basis of acquired knowledge.
3. Develop a willingness to assume the duties and responsibilities of citizenship.
4. Gain an appreciation of his or her values and rights as an individual in a democratic society and a respect for the values and rights and privileges of others.

Purpose, Goals and Objectives of the Stoneham Public Schools (cont)

5. Obtain an understanding of our competitive economic system and its relation to other economic systems.
6. Develop a recognition of the need for maintaining a code of ethical conduct.
7. Acquire the greatest possible understanding of self and an appreciation of his or her worthiness as a member of society.
8. Acquire good health habits and an understanding of the conditions necessary for maintaining physical and emotional well-being.
9. Develop the ability to work and play harmoniously with others in curricular and extracurricular activities.
10. Develop an appreciation of beauty in art, music, literature, nature and everyday living.
11. Develop good work habits, self-discipline and an inventory of basic skills, experience and attitudes sufficient for initial occupational competence.
12. Develop respect, appreciation and tolerance for the beliefs and values of other individuals and other societies.
13. Gain an understanding of the physical world and man's relation to it.
14. Develop profitable leisure time activities during school years and for later life by providing him or her with varied academic and extracurricular experiences.
15. Realize that one must know, understand and control one's self in order to function effectively, and that such self-insight will enable him or her better to appreciate others.

Purpose, Goals and Objectives of the Stoneham Public Schools (cont)

16. Develop a sense of self-esteem and accomplishment by giving him or her the opportunity and encouragement to be creative in one or more fields of endeavor.
17. Realize the necessity for continued education, much of it self-education, throughout life in order to cope effectively with a world of rapid change and unpredictable demands.
18. Acquire, through information, guidance and training, salable skills that will serve as an entry for securing a future livelihood.
19. Utilize technology responsibly to communicate; stimulate critical and creative thinking; access information; and for curriculum related projects to enhance learning.
20. Demonstrate appropriate skills and content knowledge as articulated in the Massachusetts Curriculum Frameworks through a variety of assessments.

Adopted: *October 12, 1978*

Revised: *February 7, 2002*

Revised: *July 2012*

INSTRUCTION

6-1
P

6-1

School Calendar

The Superintendent shall recommend for adoption by the School Committee an annual school calendar that shall meet at a minimum the standards set forth by state law and negotiated agreements with the employees. The calendar shall be an assignment of specific dates around which the School Committee, staff, students and community can plan for the ensuing school year. During the planning of the calendar, the Superintendent shall take into consideration requests from a variety of sources, including persons who will be affected by the adoption of the calendar.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-2
P

6-2

School Day for Students

The School Committee shall review and shall approve the hours of attendance for students. The school day shall be determined by the minimum requirements of state law, requirements of the State Board of Education, the time needed for individual classroom work, the bus schedule and other considerations as determined by the School Committee.

At the High School level grades 9-12 students will be assigned a minimum of 180 days in school with instructional hours for all students totaling a minimum of 990 hours.

At the Elementary through Middle School level grades 1-8 students will be assigned a minimum of 180 days in school with instructional hours for all students totaling a minimum of 900 hours.

Kindergarten students will attend school a minimum of 450 instructional hours each academic year.

Adopted: October 12, 1978
Revised: February 7, 2002

INSTRUCTION

6-4
P

6-4

Emergency Drills

A. Fire and Smoke Drills

Each school shall comply with regulations regarding fire and smoke drills. Specific instructions shall be formulated and practiced so that every person in the building knows where to proceed for maximum safety.

B. Bus Drills

Every student riding a school bus and every bus driver shall participate in emergency evacuation bus drills.

C. Disaster Drills

The Superintendent may develop plans in conjunction with other town or state agencies for the purpose of evacuating the schools in case of an emergency or disaster. Notices of the plan of evacuation to be used shall be posted, and emergency training drills may be held.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-5
P

6-5

Emergency Closing of Schools

If during the time schools are in session, unusual or hazardous conditions exist (e.g., epidemics, inclement weather, etc.) and, in the judgment of the Superintendent, the operation of the schools or a school under these conditions would endanger the students, the Superintendent shall be empowered to suspend operations until the danger no longer threatens the welfare of the students.

The Superintendent shall devise adequate plans for notifying the students, parents and staff when conditions warrant the closing of the schools.

Adopted: October 12, 1978
Reviewed: January 24, 2002

Ceremonies and Observances

A. Proclamations

The School Committee encourages the commemoration throughout the school department of special days proclaimed by the Governor of Massachusetts and state law. These commemorations shall be of educational value and in acceptable taste.

The School Committee may close the schools on any day set apart by the President, of the United States or the Governor of Massachusetts as a day of fast, thanksgiving or mourning.

B. Minute of Silence

At the commencement of the first class of each day in all grades in all public schools the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for personal thoughts and during any such period silence shall be maintained and no activities engaged in.

C. Religious Occasions

The recognition of religious occasions, festivals, as well as solemn days are observed as holidays and that may have religious connotations shall be conducted as educational, cultural and social experiences. All celebrations shall be respectful of other religious, cultural or social beliefs, and no student shall be required to participate in any activity that violates his or her religious beliefs.

D. Flags and Pledge of Allegiance

The flag of the United States shall be displayed in a manner prescribed by state law in classrooms, on the school or school grounds and in other designated places in the schools.

At the commencement of the first class of each day in all grades, each teacher shall lead the class in a group recitation of the pledge of allegiance to the flag.

Legal Reference:

M.G.L., ch.71, sec.1A.

M.G.L., ch.71, sec.1B.

M.G.L., ch.71, sec. 31A.

M.G.L., ch. 71, sec. 69.

Period of silent meditation or prayer.

Voluntary prayer in public schools.

School Committee may issue holiday guidelines.

Display of national flags; pledge of allegiance.

Adopted: October 12, 1978

Revised: February 12, 1987

Reviewed January 24, 2002

INSTRUCTION**6-8 English Language Learners**

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language as other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Department of Education to comply with the *No Child Left Behind Act*.

LEGAL REF: 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR 14.00

Adopted: August 21, 2006

INSTRUCTION

6-9
P

6-9

Courses of Study

Under the direction of the Superintendent, the professional staff shall develop and shall use written courses of study by grade level. These courses of study shall reflect the mandates of law and of the State Board of Education and the school department's philosophy and the goals outlined in the School Committee's policy on curriculum goals and objectives in Section 6-0 of this manual.

The courses of study shall include the following: specific program and instructional objectives; instructional materials and aids to be used; and the description of a means to evaluate success in achieving the objectives.

The School Committee, upon the recommendation of the Superintendent, shall appoint staff members to work on developing and improving the written courses of study. The School Committee shall establish a rate of pay for this service.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-10
P

6-10

Creative and Innovative Programs

A. **Generally**

A creative and/or innovative program is defined as one in which major resources or methodology and techniques of teaching are changed. Teachers are encouraged to develop within their assigned school creative and innovative teaching projects subject to the approval of the Superintendent.

Major new programs of a creative nature must be based on identified needs of the students or the staff and must have the approval of the School Committee. Parents of students selected for such a program must be informed of the nature of the program.

Programs must have sufficient evaluation procedures formulated prior to implementation to assure revision or termination of the programs if they do not measure up to established standards. All creative and innovative programs shall be evaluated through techniques designed by qualified professional personnel.

B. **Funding**

The School Committee encourages the Superintendent to seek foundation, university and/or federal assistance to initiate and to support these programs.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-11
P

6-11

Special Education

The School Committee shall make all reasonable efforts to follow federal and state guidelines regarding the education of children with special needs. If the school department has no programs of special education that will meet the requirements of a local child, the School Committee shall cooperate with the parents in locating facilities for the child's education.

The Superintendent shall inform the School Committee of the requirements of federal and state laws and regulations and shall devise plans for meeting these requirements.

Legal Reference:

M.G.L., ch. 71B, sec. 1-14. ***Special education.***

U.S. Congress, *Education for All Handicapped Children Act of 1975*
P.L. 94-142, 1975.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-12
P

6-12

Gifted and Talented Students

A. Identification

An ongoing program may be established for the early identification of students who may be gifted or talented. A plan and/or program shall be established for these students that will assist them in using these special gifts and talents to their maximum.

B. Gifted Students

Students identified as academically gifted shall be encouraged by the staff to enrich their programs under the teaching staff. Individualized instruction, special materials, acceleration and other techniques that the Superintendent may approve shall be used in order that these special gifts may be developed rapidly and within the limits of each student's emotional and social maturity.

C. Talented Students

The School Committee, recognizing that certain students are talented in special areas and skills such as art, music, drama, etc., supports the concept that these talents should be identified and developed. Students identified as talented shall be directed into local and regional programs in which these talents may be effectively developed.

Adopted: October 12, 1978
Revised: February 7, 2002

INSTRUCTION

6-13

P

6-13

Slow Learners and Underachievers

Students who do not qualify under the present guides for special education classes but who are identified as slow learners or underachievers shall be given special assistance. Special instructional materials and teaching techniques and other methods approved by the Superintendent shall be employed to assist these students.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-14
P

6-14

Driver Education

A course in driver education shall be made available after school hours to qualified students. Tuition established by the School Committee shall be charged the student.

Responsibility for driver education shall be assigned to an outside contractor. The School Committee shall award a contract for these services to a bidder who meets the specifications and who is recommended by the Superintendent.

Legal Reference:

M.G.L., ch. 71, sec. 13D

Driving education courses

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-15
P

6-15

TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS

The district shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco and drug prevention education programs in all grades. The program shall address the legal, social, and health consequences of alcohol, tobacco and drug use with emphasis on school-age children. The program shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco or drugs.

The objectives of the program are rooted in the belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of children and youth on healthy decision-making:

- To prevent, delay and/or reduce alcohol, tobacco and drug use among children and youth;
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco and drug use;
- To teach students self-management skills, social skills, negotiation skills and refusal skills that will help them to make healthy decisions to avoid alcohol, tobacco and drug use.

The curriculum, instructional materials and outcomes used in this program shall be recommended by the superintendent and approved by the School Committee.

This policy shall be posted on the district's website and provided to students and parents in accordance as required.

Legal Reference:

M.G.L., ch.71, sec.96

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: August 25, 2016

INSTRUCTION

6-16
P

6-16

Physical Education

Each school shall have a physical education program. Student participation in the program shall be compulsory unless a parent or guardian submits both a written request for the student's exemption and a letter from a physician stating that the student's participation in physical education activities would be injurious to the student's health.

Safety, health and the student's physical condition shall be primary considerations in developing and conducting physical education activities. Students shall be instructed in the activity and in the use of equipment prior to their being permitted to participate in the use of physical education equipment.

Legal Reference:

M.G.L., ch. 71, sec. 3. Compulsory physical education.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-18
P

6-18

Family and Consumer Science

The School Committee is committed to an educational program for students that includes preparing the students to function in the complex working world. The School Committee encourages the inclusion of programs in the curriculum that will assist the student to acquire useful skills, to explore career opportunities and to improve special skills through practical work experiences. The administration is encouraged to search continually for programs that will take the student into the community and to present these programs to the School Committee for its approval.

Legal Reference:

M.G.L., ch. 149, sec. 86.

Employment of children with permit;

Adopted: October 12, 1978

Revised: February 7, 2002

INSTRUCTION

6-19
P

6-19

Controversial Issues

A. Generally

The School Committee recognizes that in the community there is a wide variety of opinions regarding suitable instructional matter for students. The School Committee desires that a reasonable amount of freedom be granted to all students, teachers and parents; but the School Committee realizes that parents have the ultimate responsibility for and authority over their children. Therefore, parents who request that their children not be exposed to certain materials shall be given due consideration. Decisions about course content shall be based upon the school department's goals, policies and administrative regulations.

Students, under the guidance of a teacher, are encouraged to explore, to present and to discuss divergent points of view in the quest for knowledge and truth. However, the discussion of a controversial issue must be tempered by a consideration of the age and maturity of the students. Students shall have the right to express or not to express their viewpoints without jeopardizing their position with their teacher.

B. Definition

A controversial issue may be the following: (1) any problem that society is in the process of debating; (2) any problem for which more than one solution is being supported; or (3) any issue that may arouse strong emotions. These issues may be a part of the instructional program only when they are germane to the subject being taught and only after consideration has been given to the age and maturity of the students. No individual may impose personal views on the students, and a balance must be maintained through the presentation of all sides of an issue.

C. Rights of Students

Students shall have the right:

1. To study at the level appropriate to the student's age those controversial issues germane to course objectives. These issues include, but are not limited to, those that have political, economic, social, scientific or moral significance.

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2. To have free access to major ideas and information related to the topic.
3. To study under qualified instructors in an atmosphere free from bias, prejudice and intimidation and to form and express opinions on controversial issues without jeopardizing their relation with the teacher or the school. This provision does not imply license to infringe on the rights of others.
4. To request an alternative program if the student and/or the student's parents have deep-seated moral, personal or religious beliefs that make an item in the instructional program objectionable.

D. Responsibility of the Teacher

The approach of the teacher to controversial issues must be impartial and objective and must include balanced assignments of materials. Before introducing materials to the class, the teacher must discuss with the principal those materials that the teacher believes might contain potentially objectionable language, concepts or graphics. The principal will rule on the appropriateness of these materials and concepts. In discussing controversial issues, the teacher shall keep in mind that the classroom is a forum and not a committee for producing resolutions or dogmatic pronouncements. The class should feel no responsibility for reaching an agreement. The teacher has the responsibility to bring out the major facts concerning controversial questions.

E. Complaints

When concerned that a teacher or administrator is making unfair and prejudicial presentations, citizens of the community have a right to appeal to the school administration. Reasonable attempts will be made to resolve these concerns at the teacher's or principal's level with an appeal to the Superintendent. A parent or citizen of the community may appeal a decision of the Superintendent to the School Committee. In considering the appeal, the School Committee shall provide for a hearing if it believes this procedure is required. The School Committee assures its support to any teacher or administrator whom it finds to have been subjected to unjust criticism from individuals or groups.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

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6-20

Study and Practice of Religion

Although a study of religions and religious beliefs and customs is appropriate in the educational program of the school department, conducting any religious proselytism or worship shall not be permitted at any time during the regular instructional program.

There shall be no distribution to the students or staff of religious materials other than items used in the classroom and in educational programs approved by the School Committee.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-21
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6-21

Extracurricular Activities

A. Generally

Organized extracurricular activities shall be open to all students in accordance with federal and state laws and regulations and shall be voluntary. The justification for these activities rests upon the extent to which they contribute to the fulfillment of the educational objectives of the school department.

B. Clubs and Organizations

Every extracurricular student club and organization shall be under the supervision of a faculty member and the school principal. For the handling of student activity funds, see the School Committee's policy on student activity accounts in section 4-25 of this manual.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-22
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6-22

Interscholastic Athletics

A. **Generally**

Recognizing the importance and interdependence of the mental and physical development of students, the School Committee supports an interscholastic athletic program that will offer qualified students an opportunity to compete with their peers in other schools.

The School Committee shall maintain membership in the Massachusetts Secondary School Administrators Association (MSSAA), the Massachusetts Interscholastic Athletic Association (MIAA) and the Massachusetts Junior High/Middle School Principals Association. The policies and regulations of these organizations shall guide the interscholastic athletic program of the Stoneham Public Schools except where the provisions conflict with policies of the School Committee.

B. **Coaches**

Coaches shall have the responsibility of developing physical conditioning, sportsmanship, skills, goal setting and the sense of accomplishment that is unique to athletics. The personal actions and attitudes of coaches should set good examples for the students.

Legal Reference:

M.G.L., ch.71, sec 47. Athletic programs;school organization;regulations

Adopted: October 12, 1978

Reviewed: January 24, 2002

Stoneham Public Schools Wellness Policy

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Stoneham Public Schools Wellness Policy

Preamble

Stoneham Public Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtdewillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

associated with better cognitive performance.^{15,16,17} Alongside these health factors, mental health support will be utilized to impact student learning.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- I. Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- II. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- III. Students have opportunities to be physically active before, during and after school;
- IV. Schools engage in nutrition, physical activity and mental health promotion and other activities that promote student wellness;
- V. School staff are encouraged and supported to practice student mental health/wellness, healthy nutrition and physical activity behaviors in and out of school;
- VI. The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- VII. The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

VIII. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, health educators, and other allied health personnel who provide school health services], and mental health and social services staff; school administrators (e.g., superintendent, principal, assistant principal), school board members; and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Committee members will be listed on the District's School Wellness Website.

Name	Title / Relationship to the School or District	Email address	Role on Committee
Melanie Fiore	School Committee / Community Rep	melanie.fiore@stonehamschools.org	Provides insight to perspectives with school committee along with concerns with community
Andrea Robin	Parent and Community Representative	andrea@thinkday.net	Provides perspective of the parental and community concerns on issues
David Ljungberg	Asst. Supt./Co. Chair	dljungberg@stonehamschools.org	Central Office / District Oversight
Pat Healey	Health Education Dept Rep/Co. Chair	phealey@stonehamschools.org	Provides insight to education section regarding standards, content, and student support
Maisey O'Brien	High School Student Rep	mobrien2024@stonehamschools.org	Represent the youth perspective at the High School
Elizabeth Valett	Community Youth Service Agency Rep	elizabeth@bgcstoneham.org	Provides insight to youth support outside of school system
Sandra Malzone	District Lead Nurse	smalzone@stonehamschools.org	Provides insight into the health needs of students throughout the district
Sonya Gjura	Parent / Community Rep.	sonyagjura@gmail.com	Parent/Community Representative
Sara Swett-Zizzo	Physical Education Department Rep	sswettzizzo@stonehamschools.org	Provides insight to education section regarding standards, content, and student support
Katrina Kessararis	High School Student Rep	ksessararis2024@stonehamschools.org	Represent the youth perspective at the High School
Eric Jones	Elementary Principal	ejones@stonehamschools.org	Provides insight regarding elementary student and staff needs
Lisa Toumayan	Aramark Food and Nutrition Services Director	ltoumayan@stonehamschools.org	Provides insight on nutritional standards along with daily operations related to students food intake

IX. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at District's Assistant Superintendent's Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
-

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. Annually, the District will also publicize the name and contact information of the District official(s) leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Assistant Superintendent of Schools.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be reviewed and updated as necessary at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

X. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the *Fresh Fruit & Vegetable Program (FFVP)*. The District also operates additional nutrition-related programs and activities including *Grab 'n' Go Breakfast*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).

- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks (available at SHS and SCMS only) aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the

school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

Non food option rewards given to students on school property during the school day should be strongly considered as the only option. Any and all foods offered/given on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards along with safe food options including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Food Allergies

There is no cure for food allergies, so the SPS must be vigilant in protecting students, staff, and other members of the community regarding food safety. This is especially pertinent at the preschool, kindergarten, elementary, and middle school levels. SPS will utilize information from the [CDC Toolkit for Schools](#) while participating along the [CDC Voluntary Guideline for Managing Food Allergies in Schools](#) as much as possible.

SPS will reduce the risk regarding food and allergy risks by taking the following steps:

1. Identify children with food allergies.
 - a. Parent(s)/Guardian(s) or students should report a food allergy on the required forms
2. Develop a plan to manage and reduce the risk of food allergy reactions in individual children.
 - a. School administrators, nurses, and food services will work collaboratively to maintain the safety of students while offering alternatives to food that should be avoided.
3. Help students manage their own food allergies.
 - a. Students who can manage their own food allergies should have quick (within a few minutes) access to an epinephrine auto-injector, both at school and during school-related events.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Impact sugar has on childhood obesity
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars

- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵

As the District/school nutrition services/Athletics Department/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

XI. Physical Activity

Physical activity during the school day (including recess) **will not be withheld** as a corrective measure for any reason (*this does not include participation on sports teams that have specific academic or behavioral requirements*). The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. All Stoneham **elementary students** in each grade will receive physical education for at least 90 minutes per week throughout the school year. All Stoneham **secondary students** are required to take the equivalence of one semester of physical education per academic year. However, administrators may give senior privileges for students in their final year to complete an independent physical education program. This would look like participation in seasonal sports, use of a local/private gym or an appropriate wellness plan completed.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Physical Education

The District will include in the curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community

- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess and Wellness in Elementary

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. *This policy may be waived on early dismissal or late arrival days.* If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria. **Outdoor recess** will be offered when weather is feasible for outdoor play. In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active.

Wellness lessons and activities are promoted in the elementary schools. Wellness activities are incorporated by the physical education teachers, which promote the impact physical activities have on social emotional wellness.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

XII. Mental Health

Student Mental Health

Schools in the District should view mental wellness with the same importance of physical and nutritional wellness. When applicable, the district buildings should offer opportunities to address mental health concerns through an incorporation of specific times where social emotional learning is promoted (examples may include stress less day or field days).

Mental Health resources should be promoted to students in each district. These resources should include inbuilding, local, and national resources to help support the needs of students throughout the school year. Students and parent(s)/guardians(s) will be informed of their assigned guidance counselor in each building.

Administrative decisions to impact mental health are data driven decisions. When possible, assessments of student mental health will be assessed through a variety of different methods (may include surveys, data trends, observable behavioral changes, etc.). Some surveys may look like the Youth Risk Behavior Survey, school building driven decisions, Signs of Suicide assessments, or other grant funded supported surveys. This data will be gathered, assessed, and shared with necessary parties. Administrative decisions that impact student mental health will be reflective of data collected.

Mental health topics covered in health classes will destigmatize mental health concerns by addressing mental health throughout all units, normalizing asking for help, and identifying support personnel (in building, local, and national). Physical activities promote mental wellness through the act of physical activity, working cooperatively with peers, and promoting a healthy coping skill through physical exercise. Finally, social aspects of wellness will be promoted through clubs, sports, and other extra curriculars. At the High School, students will work collaboratively with each other and staff to improve the social emotional learning environment (Students Organizing Against Racism (SOAR), Peer Leaders, GSA (Gender Sexuality Alliance), YAC (Youth Action Coalition), etc).

Staff Mental Health Promotion

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating, mental health awareness, and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take may include:

- Prioritizing wellness through incorporation into the schedule with dedicated, regularly scheduled time to spend on wellness education and activities (e.g. wellness days, Stress Less Days)
- Having open dialog between staff and supervisors regarding mental health concerns
- Bring in outside programs for staff and/or student programs during professional development opportunities

XIII. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, mental health, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity, mental health awareness, and healthy eating opportunities when appropriate.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the schedule at each school for the duration of the instructional day.

Triennial – recurring every three years.

Adopted: August 21, 2006

Revised: May 26, 2022

Approved by the Health and Wellness Committee (2022)

May 10th, 2022

INSTRUCTION

6-23.1

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6-23.1 – ALLERGY AWARENESS/RESPONSE AND FOOD IN THE CLASSROOM

Due to local and national concerns about child nutrition and the impact of food and other allergies on the health and safety of our students and staff, the Stoneham Public Schools have realized the need to move beyond the guidelines of the district wellness policy (6-23). The following guidelines on allergy awareness / response and food in the classroom will be expected to be part of the health education curriculum, shared with parents and School Councils, and discussed as part of the School Improvement Plans.

Individual, age – appropriate procedures shall be established for children with life-threatening food and other allergies to minimize the risk of exposure to allergens that may trigger a life-threatening reaction. Based upon the district’s health protocols (attached), such guidelines and procedures may include building-based general medical plans, life-threatening allergy plans, individual healthcare plans (including 504’s and IEP’s as appropriate) for students with life-threatening allergies, communications with classroom parents, and training of school staff. The goals of these guidelines shall be to provide a school environment in which students can have their health needs accommodated without discrimination or isolation and to assist children with life-threatening allergies to assume appropriately increasing responsibility for maintaining their safety as they grow from the primary through the secondary grades.

To support the implementation of individual student guidelines, the following restrictions on food shall be observed:

1. Except as noted below, all student parties and celebrations during the regular school day shall be food-free. This policy specifically prohibits homemade or store-bought foods for birthday, holiday or similar celebrations.
2. Food may be an appropriate part of a cultural heritage or school appreciation program if organized through the school principal. Non-food programs should be considered before a food program is chosen.
3. Food may be part of an all-school celebration such as a field day or evening activity if parents are invited and sufficient numbers of staff are present to supervise students. Food should be procured through the school lunch program or commercial vendor so that ingredients and preparation procedures can be verified.
4. Food shall not be used as a reward for academic performance or behavior unless documented in a specific behavioral plan.
5. No student organization bake or food sales shall be allowed before, during or after the school day.

6-23.1 (page 2)

6. Fund-raising programs using commercial food shall not be sold or delivered during the school day.
7. Schools shall maintain appropriate, grade-level activities and programs on issues such as hand-washing, sharing of foods, and allergies that need to be part of a comprehensive wellness program.
8. Classroom parents and visitors may be notified of the need to make careful and considerate choices regarding foods or other products that their children bring into the classroom. Any such efforts to promote awareness and restrict the presence of allergens shall not be construed as a guarantee that allergens may not be present.

Adopted: August 27, 2009
Revised: January 28, 2010
Revised: February 11, 2016

**Stoneham Public Schools
Life-Threatening Food and Other Allergy Guidelines**

(This document replaces Section 16 in the 2009 School Health Services Manual)

Statement

The Stoneham Public Schools will set age-appropriate guidelines for students and schools within the Stoneham system that minimize the risk for children with life-threatening allergies (LTA) to be exposed to offending allergens that may trigger a life-threatening reaction. Such guidelines shall include: building-based general medical emergency plans, life-threatening allergy emergency plans, individual healthcare plans for all students diagnosed with LTA, appropriate training of staff, availability of medical equipment on site for quick response to life-threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life – threatening allergens.

It is the School Committee’s expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the School Committee’s belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, the guidelines should shift as children advance through the primary grades and through secondary school.

Guidelines and Procedures

In order to minimize the incidence of life-threatening allergic reactions, the Stoneham Public Schools (SPS) will implement the following guidelines and procedures. Guidelines will be implemented in the elementary schools for all school activities during the school day, including before and after school programs.

School Nurses

1. Food-allergies are a health issue, potentially requiring the administration of prescription medicine (Epinephrine). In the event of an allergic reaction, the presence of a full-time nurse in each school is critical.
2. Each school nurse will serve as the lead resource in the school regarding the implementation of the guidelines in that school. The School Nurse will serve as a medical and guideline resource for other school personnel who are responsible for various aspects of the guidelines, not only in emergency situations but also on an ongoing basis.
3. Every effort will be made to use latex free gloves and latex free medical equipment in the nurse’s office.

Allergy Action Plans, Individualized Health Care Plans & 504 Plans

1. An Allergy Action Plan (AAP) is a document containing physician orders and treatment plan for anaphylaxis. It contains the student’s name, allergen(s), signs and symptoms of

anaphylaxis, last anaphylaxis reaction, and contact information. Per the SPS medication protocol, parent and physician signatures are required. The document may also serve as the student's Individual Health Care Plan (IHCP).

2. If the plan of care involves additional information, an Individual Health Care Plan may be written. The school nurse is responsible for coordinating and developing the IHCP as indicated by physician orders.
3. A 504 Plan is an accommodation plan for any student who has a "physical or mental impairment that substantially limits one or more major life activities, has a record of such or is regarded as having such an impairment" so that s/he may access FAPE (Free Appropriate Public Education).
4. Upon the request of a parent, the school principal will begin the process of determining a child's eligibility for a 504 Accommodation Plan. It will include an AAP and IHCP as indicated.
5. Photographs of students with life threatening allergies (LTA) should be provided by parent/guardian and attached to the AAP.
6. A student's AAP will be provided to the school nurse annually by a parent/guardian and will always accompany his/her personal Auto-injectable epinephrine. The AAP and Epinephrine will be provided to the school nurse on or before the first day of school annually. Changes in life-threatening food allergy status must be provided by the parent and physician in writing.

Training/Education for School Personnel

1. The Stoneham Public Schools, in collaboration with Health Services, will provide and offer training and education on the food allergy guidelines and procedures for Stoneham Public School educational support personnel, including, but not limited to staff, student teachers, and substitutes.
2. SPS will provide the training which will include, but not be limited to
 - 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 Auto-injectable epinephrine;
 - Specific steps to follow in the event of an emergency;
 - The storage and placement of individual Auto-Injectable Epinephrine and AAPs;
 - The purpose and contents of the AAP and/or 504 plans;
 - The importance of hand washing with soap and water and / or wipes (notes: hand sanitizer does not remove nut proteins and therefore is not considered an alternative when soap and water aren't readily available).
3. Principal, School Nurse and/or their designees will schedule the training and implement training for all appropriate employees annually.
4. At the parent/guardian request, an orientation meeting will be held between the food-allergic child, the child's teacher, the school nurse, and parents to discuss the various aspects of the child's allergy and action plan. All efforts will be made to complete this meeting at the end of the school year or prior to the next school year.
5. Staff will be made aware of all students with life-threatening allergies. As a means of sharing information with substitute teachers, student's individual life-threatening allergy information will remain in the sub folder, i.e. IHCP, AAP, 504 plans.

Student and Parent Education

1. Our goal with buildings-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. Building-based education might include, but is not limited to the following:
 - Food Allergy Workshops; On-line Anaphylaxis & Epipen Training
 - Promoting alternatives to foods (ex: pencils and stickers) for birthday and holiday celebrations;
 - Delivering a classroom segment on allergy education/awareness at the elementary level
2. If appropriate, at the elementary level, and indicated in a 504 accommodation plan, a classroom letter from the school nurse will be sent to all students in the classroom at the beginning of the school year notifying them of the life-threatening allergy concern. See food allergy awareness notice attached.
3. It is highly recommended that students with known life-threatening allergies wear medical alert identification.

Cafeteria Protocol

Cafeteria protocols should include, but not be limited to the following:

- Allergy identification in the POS system for students purchasing food items in the cafeteria
- During the first week of school, parents will notify the school nurse in writing regarding their child's seating preference, i.e. allergy aware tables or general population. If written notification is not received by the school nurse, students will automatically be placed at the ALLERGY AWARE assigned tables at the elementary level.
- Offer lunches that are allergen safe.
- Students without life-threatening food allergies are not restricted as to what they bring from home for lunch.
- Products/vendors with disclaimers that state "manufacture in a facility or may contain" will be identified by food services.

1. Cafeteria Tables and Seating

Examples of Cafeteria tables/seating protocols in the Elementary schools currently

- Upon parent/guardian request in writing, allergy aware table(s) will be available for students.
 - These tables will be designated by a sign labeled ALLERGY AWARE
 - Tables will be cleaned by an adult prior to the beginning of each lunch session and again at the end of the lunch session.
2. SPS will promote "NO FOOD TRADING" and "NO UTENSIL SHARING" practices in all schools with particular focus at the elementary school level.
 3. Food service employees will use latex free gloves.
 4. The Director of Food Service and all food service personnel will be trained how to read product labels to recognize food allergens.

5. The Director of Food Service will contact manufacturers to ensure that all food sold in the schools have ingredient labels. Ingredient labels will be accumulated by the Director of Food Service to maintain on file.
6. Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.

Classroom Protocol

1. School buildings are public buildings and as such are considered an environment that cannot be guaranteed free from allergens. Every parent is encouraged to independently review ingredient labels and make sure of its accuracy. Stoneham Public School employees cannot be held responsible for reading ingredients or labels. Hand washing will be strongly encouraged throughout the school day and staff will be reminded that hand sanitizer does not remove nut proteins.
2. The school will promote “NO FOOD TRADING” and “NO UTENSIL SHARING” practices.
3. There will be no food-related activities, i.e. popsicles, Hoodsies, lollipops, etc. Birthdays can be celebrated with non-food products.
4. Class projects and manipulatives will remain free of major allergens. For example, any organic materials, such as birdseed, play dough; clay, etc. should be pre-approved by parents of allergic children to avoid accidental exposure to allergens, i.e. nuts that may be included in the birdseed, or wheat that may be included in the clay, etc. Special care should be taken when using recycled materials such as milk containers or egg containers, etc. since trace amounts of food previously contained in these materials may be present. The classroom teacher is responsible for consulting with the school nurse prior to implementing class projects and manipulatives.
5. In certain circumstances, an Auto-Injectable Epinephrine and AAP will travel with the child between classes, to the playground, to the gym, at the physician’s request if part of the IHCP plan.

Custodial Protocol

1. The Director of Finance will work with the Facilities Director to establish a procedure to instruct the custodial staff, cafeteria staff and/or responsible adult to:
 - a. Thoroughly clean allergen-free tables and chairs before and between lunches.
 - b. Sweep the floors under and around allergen-free tables and chairs.
2. Separate disposable cloths and cleaning solution should be used on the Allergen Free tables.
3. All soaps and cleaning solutions need to be allergen-free and approved by the school district
4. All schools will only use latex free gloves.

Field Trip Management

1. Whenever students travel on field trips for school, a clear plan to activate Emergency Medical Services (911) will be developed and reviewed by administration and his/her designee.

2. Field trips need to be chosen carefully; no child should be excluded from a field trip due to the potential of unavoidable allergen exposure.
3. The AAP and Auto-Injectable Epinephrine will accompany the allergic student on all field trips.
4. All students with Auto-Injectable Epinephrine will automatically be placed with an Epinephrine trained teacher or staff member. In some circumstances, a parent of the LTA student may be asked to attend the field trip.
5. If applicable, there will be a designated area for students with allergens to eat. Teachers will encourage students to wash hands with soap and water. If soap and water is not readily available, hand wipes may be used by students after eating and/or if needed, prior to boarding the bus for the return trip to the school. Reminder: hand sanitizer does not remove nut proteins.
6. No Eating is allowed on the bus, except when medically necessary.
7. No Food Trading and no Utensil Sharing will be allowed.

Emergency Response Protocol

1. SPS administrators are responsible for creating a system-wide emergency plan for addressing life-threatening allergic reactions. This plan will be included in all life-threatening allergy training for employees, including substitutes. Per MDPH protocol, this plan shall identify personnel who will
 - a. Remain with the student
 - b. Assess the emergency at hand
 - c. Refer to the student's AAP
 - d. Administer the Auto-injectable epinephrine
 - e. Contact Emergency Response personnel (ex. 9-1-1, EMS): when placing the call, specify the problem: Student is in Anaphylaxis and was given Epinephrine.
 - f. Specify entrance and indicate the number on the school's outside door closest to the student
 - g. Send someone to meet the Emergency Response personnel
 - h. Note time of Epinephrine administration & hand over to EMS upon arrival
 - i. Notify school administration
 - j. Attend to student's classmates
 - k. Accompany student to emergency care facility (designated school official, not the school nurse) Note: may not be necessary if parent/guardian accompanies student
 - l. Notify the parent or guardian of which hospital facility the student is being transported to for further evaluation.
2. Identify a plan for the student's re-entry into school.

Auto-Injectable Epinephrine Protocol – See SPS Medication Protocol

1. Whenever an Auto-Injectable Epinephrine is administered, an Emergency Response unit (ex: 911) must be notified and called to the scene. Emergency personnel will evaluate the student and determine the appropriate action. Per MDPH protocol, the student must be transported to the closest medical facility for further evaluation.

2. Auto-injectable Epinephrine (school-supplied stock Epinephrine and student prescribed Epinephrine) will be available in the nurse's office in clearly designated locations. Per MDPH protocol, all Epinephrine will be safely stored in an unlocked location for easy access in an emergency.
3. All Auto-Injectable Epinephrine management and training will be the responsibility of the building school nurse. Parents/guardians are responsible for monitoring and replacing expired Auto-Injectable Epinephrine.

Resources:

Comprehensive School Health Manual, MA Department of Public Health, 2007

MDPH Data Report for Epinephrine Administration

Managing Life-threatening Food Allergies in School, MA DESE, 2002

Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs, CDC, 2013

Young, Michael C, Peanut Allergy Answer Book, 2006

Allergy Home: www.allergyhome.org

Food Allergy Research and Education: www.fare.org

2/11/16

INSTRUCTION

6-24
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6-24

Class Size*

Class size must be flexible depending upon available facilities, the age of the students, grade level, the subject to be taught, instructional organization and techniques and the financial capabilities of the town.

In general, smaller than average classes are desirable in the kindergarten and primary grades, in classes requiring close supervision of the students on the secondary level and in classes where there are limited facilities.

Larger than average class size may be permitted if instructional methods and teaching techniques can be used to better advantage and if the courses are conducive to large group instruction.

*See Negotiated Agreement.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-25
P

6-25

Student Course Load

A. Generally

All students shall be expected to carry the normal load of classroom work required to meet the minimum standards necessary for graduation and the attendance requirements of the state.

B. Additional Course Load

Students on the high school level may be permitted to carry additional courses if their records indicate their ability to handle the courses, if their presence in the class will not cause overcrowding and if the needs of students requiring the courses have been fulfilled.

C. Reduced Course Load

Upon presentation of a physician's certificate and with the consent of the principal, a student may be permitted to carry less than a normal class load and to restrict his activities to those recommended by a physician.

With the approval of the administration, students may take less than a normal class load if they have fulfilled the requirements for their particular grade level.

D. Advance Placement

Courses may be offered in high school to eligible students for which the student receives high school credit and that colleges or universities will accept for advance placement.

E. College or University Courses

Upon the recommendation of school personnel and acceptance by a college or university, qualified students may be released during school hours to take college or university courses.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-26
P

6-26

Grouping for Instruction

The grouping of students in a particular program in an individual school should permit, with the approval of the Superintendent, different styles of learning and teaching based on:

1. The student's best opportunity for success.
2. The educational or achievement level of the student.
3. The most effective educational climate for learning.
4. The availability of space.
5. The welfare of the student.

Grouping shall remain flexible in order to take advantage of the best educational research and practices currently available.

Adopted: October 12, 1978
Reviewed: January 24, 2002

INSTRUCTION

6-27
P

6-27

Homework

Homework is an ingredient in the educational process. Although considered to be supplemental training for the student in self-discipline and responsibility, homework must be related to the instructional program. Homework should be a reinforcement, expansion or enrichment of the material taught in the classroom. Formal homework assignments should be limited in the lower or primary grades and should be increased gradually as the student progresses through school.

The assigning of homework shall be made with the concept in mind that students require a reasonable amount of time during which they are free of homework and may pursue their personal activities.

Homework shall not be used as a disciplinary measure.

Adopted: October 12, 1978

Reviewed: January 24 2002

INSTRUCTION

6-28
P

6-28

Field Trips

A. Generally

Trips of significant educational value are encouraged and may be permitted under regulations of the Superintendent. The safety of students shall be a primary consideration, especially when students are in transit, when the loading and unloading of vehicles take place and when machinery is in use.

A field trip is defined as a formally designated part of the school program that extends the classroom into the community. A field trip is a school-sponsored and school-supervised activity off the school grounds.

No student may be deprived because of the lack of funds of the privilege of going on a field trip that is an integral part of the classwork.

B. Transportation

School buses shall be used to transport students on field trips if the buses are available or convenient. The Superintendent may permit the use of chartered vehicles depending upon the number of students, the length of the trip and other reasons that would justify their use.

The use of vans or private automobiles for trips planned to include late night or overnight student travel should generally be avoided. Such trips should generally use commercial motocoaches.

Trips planned to include late night or overnight student travel should involve pre-trip checks of companies, drivers, and vehicles.

School officials should ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district should not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA carrier ratings are available at <http://www.safersys.org/>.

Districts which are unable to conduct their own in-depth reviews of bus carrier qualifications may elect to use ratings and prequalifications established by other public entities, such as the Department of Defense's approved list of motor carriers for troop transport (<http://www.mtmc.army.mil/content/504/approvedlist.pdf>).

The contact with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.

C. Overnight Trips*

Plans for trips that require students to remain away from home for one night or longer shall require the prior approval of the School Committee. The approval process should be completed prior to engaging students in fundraising activities or other preparations for the trip. In an emergency the Superintendent may direct that students remain overnight in the interest of safety.

D. Private Field Trips

The School Committee does not sanction or authorize any privately sponsored field trips. Any such field trips would be conducted solely under the direction and control of the private organization/person that has sponsored the trip.

For the purpose of this section, the term "private" shall be interpreted to mean any organization not affiliated with the Stoneham school system.

Trips of this nature are not school-sponsored; the students may receive no class credit for the trip; and the students shall be held responsible for classroom work missed during the absence.

There shall be no soliciting of students during the school day to join private field trips, and employees shall not take advantage of their position in the school to promote these trips during the school day.

E. Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, the district should make every effort to provide scholarships where needed.

F. The attached overnight guidelines must be in evidence for a field trip to be approved.

6-28 (page 3)

***School Committee Guidelines for Overnight Field Trips**

These guidelines are established by the School Committee to help school employees understand the responsibilities of overnight chaperoning as well as to help students and parents understand their role in making all trips safe and rewarding.

Chaperone Guidelines:

- 1 There will be a mandatory parent meeting prior to final payment on a trip so that everyone is aware of the complete itinerary, including arrival and departure times (bus, train, or plane) and the roles and responsibilities of all parties.
- 2 There will be distributed a complete listing of emergency telephone numbers and e-mail addresses, including those of the school administration, as well as a telephone chain so that all parents can be contacted in case of a change in travel plans or an unforeseen emergency.
- 3 The necessary medical information for each student and adult on trip will be provided to chaperones and field trip organizers beforehand.
- 4 An essential part of the parent meeting will be the clarification of all curfews, as well as security plans and room safety checklists at the hotel.
- 5 Detailed travel plans will be left with the Main Office of participating school.
- 6 A 10-to-1 student to chaperones ratio will not be exceeded.
7. Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.D.L. c.71 §38R.

General Trip Guidelines:

1. Students will be supervised at all times during a trip. They will be with a chaperone or at a designated location with a trip tour guide.
2. All school rules will apply and violation of any rule that would bring a school suspension will be cause to have the student sent home at the parents' expense.

Parent Responsibilities:

1. Parent(s) or guardian(s) will attend the parent meeting and complete the required permission slip.
2. The parent(s) or guardian(s) will provide the chaperones with as detailed medical/insurance information as possible if relevant and to provide a health proxy.
3. The parent(s) or guardian (s) will accept responsibility for having their son/daughter sent home because of rule violations.

Adopted: **October 12, 1978**
Revised: **February 12, 1987**
Revised: **March 2000**
Revised: **August 2001**
Reviewed: **January 24, 2002**
Revised: **January 22, 2004**

Field Trip Request Form Stoneham Public Schools

All field trip requests must be submitted to the Building Principal and the School Nurse 30 days prior to the date requested. (90 days if out of state trip)

Date of request: _____ Date(s) of Trip: _____

School: _____

Teacher(s): _____ Grade(s): _____ Number of Students: _____

Chaperone(s): _____

NOTE: ALL CHAPERONES MUST BE CORIED (if overnight trip, fingerprinting is required)

NOTE: Please check venue regarding COVID vaccine requirement

Destination: _____

Date/Time of Departure _____ Date/Time of Return: _____

General Field Trip Information: Please check all that apply:

Beyond School Hours: _____ Overnight: _____ Out of State: _____ Out of Country: _____

Transportation: School Owned Bus _____ School Bus Charter _____ Other (explain) _____

Approximate mileage (round trip): _____ Transportation Cost per Student: _____

Admission Price per Student: _____ Funding Source: _____

Nature of Proposed Trip/ Relationship to Curriculum: (include follow-up plans): _____

Chaperones needed? Yes _____ No _____ N/A _____

Coverage for Classes: Substitute needed _____ None needed _____

Lunch arrangements (If applicable): _____

Cafeteria Manager notified of field trip: Yes _____ No _____ N/A _____

Notify cafeteria if bagged lunch is needed

School Nurse notified and medical concerns reviewed: Yes _____ No _____

Nurse needed for field trip: Yes _____ No _____

Funding Source for Nurse: _____

Attach Roster of students attending the trip

APPROVALS:

Signatures required School Nurse: _____

Department Head: _____

Principal _____

Superintendent: _____

Form Revised and Approved December 2, 2021

INSTRUCTION

6-29

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6-29

Guest Speakers

The School Committee encourages the use of persons, not presently on the school staff, as resource speakers who because of their expertise in a specific area may enrich the educational program of the school or class. The person or persons responsible for the speaker's appearance in the school shall be aware of the contents of the intended presentation and shall evaluate its appropriateness in light of its educational relevance and value to the students commensurate with their level of maturity. The approval of a designated administrator must be obtained before an invitation to the speaker is issued or plans are finalized.

Legal Reference:

M.G.L., ch.71, sec.27.

Lectures.

Adopted: October 12, 1978

Reviewed: January 24, 2002

6-30

Instructional Materials*

A. Generally

Although it assumes final responsibility for all instructional materials purchased and used in the school department, the School Committee depends upon the discretion and judgment of the professional staff for the selection and use of instructional materials throughout the school department. Except where the law requires adoption of textbooks and other materials, the Superintendent is authorized to approve the purchase of instructional materials that will afford students free access to many types of learning experiences and that are in support of the adopted philosophy, goals and objectives of the School Committee.

Instructional materials shall be reviewed for sex roles and the stereotyping of minority groups. If these images are discovered in otherwise acceptable materials, appropriate activities and materials shall be introduced to counteract these inferences.

Requests by parents who seek the School Committee's review and decision regarding the use in the schools of certain instructional materials shall be handled in accordance with the procedures set forth in section 6-30.1 of this manual.

B. Textbooks

Selection

Teachers and supervisory personnel shall be involved in the selection process for textbooks and reference texts. The Superintendent, after having reviewed the recommendations of the staff, shall present to the School Committee for adoption and/or purchase those texts that support the educational goals and objectives of the school department.

C. Other Instructional Materials and Aids

The Superintendent may purchase, within the limits of the budget, other instructional materials and aids that may be required to supplement the curriculum. The process of selection of these materials and aids shall include the advice of teachers and supervisors closely involved with the curriculum area in which the materials and aids will be used.

D. Other Instructional Materials and Aids

The Superintendent may purchase, within the limits of the budget, other instructional materials and aids that may be required to supplement the curriculum. The process of selection of these materials and aids shall include the advice of teachers and supervisors closely involved with the curriculum area in which the materials and aids will be used.

E. Damaged or Lost Books

Students may be required to pay for the loss of or damage to books and other instructional materials entrusted to their care by the school department. The collection of reasonable fees, not to exceed the original costs, and the disbursement of these fees shall be handled in accordance with state law.

*See Negotiated Agreement.

Legal Reference:

M.G.L., ch. 71, sec. 48.

M.G.L., ch. 71, sec. 49.

M.G.L., ch. 71, sec. 50.

Textbooks and school supplies.

Purchase of textbooks by students.

Change of school books.

Adopted: October 12, 1978

Revised: February 12, 1987

INSTRUCTION

6-30.1

P

6-30.1

Challenges of Educational Materials

Parents having a complaint regarding the use in the schools of specific educational materials shall be treated in a courteous and helpful manner by staff members.

The complainant shall be directed to the principal and shall be informed of the School Committee's policy and of the procedures to be followed. The principal shall provide the complainant with a copy of the educational material in question and with a form to be filled out and submitted to the Superintendent's Office. The principal shall attempt to learn the exact nature of the complaint but shall not make a decision on the disposition of the challenged materials.

The following procedures must be followed:

1. Complaints must be specific and must be submitted in writing to the superintendent.
2. The complainant and the superintendent shall attempt to resolve the complaint.
3. If the complainant is dissatisfied with the administrator's decision, the complaint shall be referred to a committee representing the view of parents, the teaching staff and the supervisory staff and having among its membership, when possible, representatives of the committee that originally selected the material in question. The committee shall evaluate the challenged material in terms of the original criteria for selection and shall invite the complainant to present his or her views in person to the committee. After having reached a decision, the committee shall report its findings to the superintendent.
4. After a conference with the complainant, the superintendent shall render a decision regarding the disposition of the complaint.
5. The complainant may appeal the decision of the superintendent to the School Committee. After having reviewed the complaint and the superintendent's recommendation, the School Committee shall make a final decision.

Approved: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-30.2

P

6-30.2

Parental Notification Relative to Sex Education

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Stoneham School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others, and will include a complete list of specific materials proposed to be covered and what organization (or publisher) they represent. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this

6-30.2 (page 2)

process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1st of each year.

Adopted: November 12, 1998

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents/guardians' requests for observations of their child's current program or any program proposed for the child, conducted by them or their designated private evaluator or education consultant, must be submitted in writing to their child's Special Education Coordinator and the Director of Special Education.
2. Within five school days, the Special Education Coordinator shall contact the parent/guardian(s) to acknowledge receipt of request and to discuss scheduling the observation.
3. The Special Education Department Coordinator or designee and/or Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
4. The number, frequency and duration of observation periods will be determined on an individual student basis in accordance with the law. The start and end time of observations will be stated in advance. In order to minimize disruptions to classrooms and students, the length of individual observation periods may be limited.
5. The parent/guardian must sign a *Parent Request for Student Observation* form. All observers will sign an *Agreement For Observers When Conducting Program Observations* form. (See attached)
6. The number of observers shall be limited at any time in order to minimize disruption of class routines. The Special Education Coordinator or designee will accompany the observer(s) for the duration of the observation. Given the responsibility of teachers and therapists to serve students, they will not be available for conversation during or immediately following the observation period. A follow-up contact may occur if needed.
7. The observer will not interfere or disrupt the educational environment of the classroom. If their presence presents a problem, they will be asked to leave.
8. If the observer is writing a written report for consideration by the IEP Team, the school district requests that the written report be submitted to the Special Education Coordinator as soon as possible but no later than one week before an upcoming team meeting. This does not apply to parents/guardians.
9. The observer will be informed that they are there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. The observer is not there to evaluate a teacher's ability to perform their contractual job duties.
10. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view. The observer will be asked to sign a

6-31 (page 2)

non-disclosure agreement. (See attached, *Agreement For Observers When Conducting Observations Form*)

The school district may place additional restrictions and/or conditions on an observation in order to protect:

- The safety of children in the program during the observation;
- The integrity of the program during the observation;
- Children in the program from disclosure by an observer of confidential or personally identifiable information he or she may obtain while observing the program.

LEGAL REFS.: M.G.L. 71B:3

Department of Elementary and Secondary Education: Technical Assistance Advisory SPED 2009-2

CROSS RE.: Visitors to Schools

<i>September 22, 2022</i>	<i>First Reading</i>
<i>October 6, 2022</i>	<i>Adopted</i>
<i>November 10, 2022</i>	<i>Revision, First Reading</i>
<i>January 12, 2023</i>	<i>Approved</i>

Stoneham Public Schools
PARENT GUIDELINES FOR ARRANGING
OBSERVATIONS IN SCHOOLS

The Stoneham staff regularly collaborates with parents to provide timely response to requests received for observation of their children's current or proposed special education programs. Observations may be conducted by the parent or their designated private evaluator or educational consultant. Stoneham will provide an opportunity for observation of sufficient duration and extent to enable evaluation of the child's performance in their current program or to evaluate a proposed program's ability to enable the child to make effective progress. The following guidelines apply to arranging for such observations:

Parent Request: Parents are asked to submit their observation requests in writing to their child's special education liaison (whether through use of the attached form or other written means) or to the building Principal. Requests must include the following information:

- Student's name
- Parent's name, telephone and/or email contact information
- Student's classroom teacher and assigned grade
- Observer's name, and if the observer is someone other than the parent, any relevant affiliation of the observer, along with telephone number and/or email contact information
- Purpose of the observation, including any particular part of the school routine the observer wishes to see

Scheduling: In order to assist in timely scheduling, Stoneham staff will contact the identified observer directly. Staff will generally be able to offer a time within a week for an observation for an agreed upon length of time. However, if more extensive observation is required, scheduling may take longer.

Staff availability: A school staff member will accompany the observer during the observation period. Given the ongoing responsibility of teachers or therapists to serve students, they will not be available for conversation during or immediately before/after the observation period unless such arrangements have been made in advance. A follow-up contact may occur if needed. Observers should not interact or interfere with classroom routines.

Restrictions on Scheduling: The district does not generally schedule observations for certain portions of the year such as during MCAS testing or during the first few weeks of school. In addition, because it may not be possible to accommodate all requests during the last few weeks of school, parents are urged to submit any observation request they may have as early as practicable in the school year. In addition, school administration retains its right and obligation to restrict program observation where necessary to protect the safety of a child or the integrity of a program. The District also expects all observers to avoid disclosing any personally identifiable or confidential information they might obtain during the course of an observation (except that about the student being observed, in which case it will be used consistent with the parent's authority and direction). School administration retains the right to restrict program observations if necessary to protect students from such disclosure.

**Stoneham Public Schools
Department of Pupil Personnel Services**

PARENT REQUEST FOR STUDENT OBSERVATION

Student Name _____

Parent's Name _____

Phone Number _____ Email _____

Student's School _____

Classroom Teacher and Grade Level _____

Observer _____

If other than parent, please provide any agency affiliation for the observer and contact information:

Nature of the Observation:

Anticipated Length of Time Needed for Observation: _____

Signature of Parent

Date

**Stoneham Public Schools
Department of Student Services**

***AGREEMENT FOR OBSERVERS
WHEN CONDUCTING PROGRAM OBSERVATIONS***

1. Observations must be planned in advance with the classroom teacher and approved by the building principal.
2. The number, frequency and duration of observation periods will be determined on an individual student basis in accordance with the law. The start and end time of observations will be stated in advance. In order to minimize disruptions to classrooms and students, the length of individual observation periods may be limited.
3. If the observer is not the parent, the parent must sign a release for the individual to observe (through the Parent Request for Student Observation).
4. The number of observers shall be limited at any one time in order to minimize disruption of class routines.
5. The observer should not interfere with the educational environment of the classroom. This is particularly important since their presence can influence both the performance of the observed student and others. If the observer's presence presents a problem, they may be asked to leave.
6. If the observer is writing a written report for consideration by the IEP Team, the school district requests that the written report be submitted to the Special Education Coordinator as soon as possible but no later than one week before an upcoming IEP meeting.
7. It should be remembered that the purpose of the observation is to evaluate the nature of the student's program and not District personnel and written notes should reflect this purpose.

Agreement of Observer: I agree to abide by the conditions listed above and I recognize that the purpose of the observation is to obtain specific information related to the identified student. Other information collected through this observation which does not pertain to the identified student is strictly confidential and any personally identifiable information should not be shared with any other individual.

Signature of Observer

Date

INSTRUCTION

6-34
P

6-34

Standardized Testing

A. Standardized and Criterion-Referenced Tests

The School Committee endorses a testing program using valid and reliable tests that will assist in the evaluation of the students' educational progress and the educational program.

Tests of this nature shall not be the sole factor in these evaluations; rather, such tests shall be used as a supplemental means (1) to identify the achievement levels of the students and the strengths and weaknesses of the educational program and (2) to provide data upon which to base a plan of improvement for the educational program.

B. Test Results

Individual student test scores shall be discussed with interested parents upon request but may be released only according to the policy on student records in section 9-45 of this manual. The School Committee may release group test scores to the public.

The results (test scores) of tests for which students have paid a fee are the property of the student and may not be released to the public without the written approval of the student or his or her parent.

Legal Reference:

20 United States Code Annotated sec. 1232g (Supplement 1, February 1975).
Family Educational Rights and Privacy Act of 1974.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-36.1

P

6-36.1

High School Graduation Requirements

A. Generally

The School Committee sets requirements which must be completed by a student in order to qualify for a Stoneham High School diploma. Such requirements include those specified in the General Laws of the Commonwealth of Massachusetts and, in total, reflect the philosophy and objectives of the Stoneham Public Schools. In this manner the School Committee fulfills a responsibility to the individual student, to the community, and for the perpetuation of the democratic way of life by requiring the successful completion of a core program pursued during the four-year high school experience.

B. Definitions

Requirements are described, in the largest measure, by employing the following terms:

1. "Attend": enroll in and attend regularly a course without the requirement of a passing grade.
2. "Credit": one (1) credit is awarded for each period of course work per cycle pursued successfully for a school year. In general, major courses carry two and one-half (2.5) credits for a semester and five (5) credits for a year. The other standard measure employed in the United States is the Carnegie Unit, which converted to the Stoneham system, equals five (5) credits. Courses at Stoneham High School are either semester courses or full-year courses. Semester courses are worth 2.5 credits and full-year courses are worth 5 credits. If a course meets for double period, that course is worth 10 credits.
3. "Pass": be awarded at least the grade of D- or S (satisfactory) by the teacher of the course in recognition of having met minimum performance standards for course credit.

C. Requirements for a Stoneham High School Diploma

In order to qualify for a diploma, a student must successfully meet all of the following requirements of a core program:

1. Earn one hundred (115) credits.
2. Pass four (4) sequential English courses.
3. Take and pass one (1) year-long course in World History and two (2) sequential year-long courses in U. S. History.

6-36.1 (page 2)

4. Pass four (4) mathematics courses which meet the following conditions:
 - a. The courses involve four (4) full years or eight (8) semester study.
 - b. Courses are from the Mathematics Department and include successful completion of Algebra 1.
5. Pass three (3) science courses, including Biology.
6. Pass Health Education.
7. Earn at least ten (10) credits in Physical Education
8. Pass five (5) credits earned in art and/or music courses.
9. Earn 2.5 credits in technology that can be satisfied with several approved courses.
10. Must meet all the requirements of the Massachusetts Comprehensive Assessment System (MCAS) test as dictated by the Massachusetts Department of Education.

D. Requirements for a Stoneham High School Diploma with the Inscription "STEP" Program (Stoneham Transitional Education Program)

STEP students, including those who are not Stoneham residents, qualify for graduation as follows:

1. The student is recommended for "senior" status by his or her evaluation TEAM before the conclusion of the previous year.
2. The student's approved IEP (Individualized Education Plan) includes graduation at the conclusion of the senior year.
3. The student's evaluation TEAM confirms in April of the senior year its decision on graduation.

E. Minimum Required Program of Studies

In order to maintain status as a candidate for graduation, a student must elect and attend seven (7) classes per term.

An exception to this requirement will be permitted for students whose original class has graduated. In such cases, students may pursue part-time programs, including only those courses needed for graduation.

F. Attendance at Stoneham High School

In order to be granted a Stoneham High School diploma, a student must be in attendance at Stoneham High School as a full-time student for the entire semester preceding graduation. Exceptions to this requirement follow:

1. A student whose class has graduated and who is within five (5) credits of or needs one (1) required course for graduation may take that course in Stoneham

6-36.1 (page 3)

2. Summer School or at another institution with the written approval of the principal of Stoneham High School.
 3. A student may earn a Stoneham High School diploma by meeting all the requirements of core program (Section C) in an alternate school setting or special education program which has been prescribed in an approved IEP under Chapter 71 B of Massachusetts General Laws.
 4. A Stoneham resident who transfers from the Northeast Metropolitan Regional Vocational-Technical High School for the purpose of earning a diploma must attend Stoneham High School for one (1) semester and earn at least fifteen (15) credits subsequent to the date of transfer.
- G. Participation in Graduating Ceremonies, Honors Designation, and Appearance on the Official Graduation List

Only students who have met all graduation requirements may participate in graduation ceremonies. Those who have a cumulative average of 3.6 through the third marking term of the senior year will be designated as graduating with honors. Any student who fails to earn graduation with his or her class but who fulfills the requirements within one (1) calendar year of the date of graduation will be added to the official list for that class.

H. Special Programs and Appeal Procedure

The High School principal, with the approval of the Superintendent of Schools, may approve special programs for students on an individual basis. Appeal of any decision related to graduation may be made to the Superintendent of Schools.

Legal Reference:

M.G.L., ch71, (1.

M.G.L., ch71, (2.

M.G.L., ch.71, (3.

M.G.L.. ch.71B. (1.

M.G. L., ch.71B. (3.

Maintenance; Subjects of Instruction.

Subjects of Instructions;History and Civics

Compulsory Physical Education.

Definition

Identification of Children with Special Needs: Diagnosis

Evaluation of Programs: Records.

Adopted: November 13,1980

Revised: November 9,1982

Revised: January 26, 1984

Revised: December 11, 1986

Revised: July 12, 1990

Revised: February 7, 2002

Revised: June 11, 2009

Revised: February 2, 2012

Revised: April 4, 2013

Revised: January 23, 2014

INSTRUCTION

6-37
P

6-37

Home and Hospital Instruction

Upon receipt of a physician's written statement verifying that a student enrolled in the Stoneham Public Schools must remain at home or in a hospital on a day or overnight basis, or a combination of both, for medical reasons for a period of not less than fourteen school days in any school year, the student's principal shall arrange for the provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his/her educational program, as long as the services do not interfere with the student's medical needs. The principal shall coordinate such services with the administrator of special services for eligible students, though such services are not considered special education unless the student has been determined eligible for such services and the services are included in the student's Individual Education Plan.

These services shall be provided consistent with 603 CMR 28.03 and other appropriate state and federal regulations.

Adopted: October 12, 1978
Reviewed: January 24, 2002
Revised: December 1, 2011

INSTRUCTION

6-38
P

6-38

Adult Education

Evening adult education classes under the supervision of the Superintendent may be made available to citizens of the town. Qualified instructors approved by the Superintendent of Schools upon the recommendation of the Adult Education Director may hold classes in subjects in which a sufficient number of adults has enrolled.

A minimal fee may be charged for enrollment in class.

Legal Reference:

M.G.L., ch. 71, sec. 20.

Evening schools; notice; fees.

Adopted: October 12, 1978

Revised: February 7, 2002

INSTRUCTION

6-39
P

6-39

Summer School

A. Purposes

The school department shall conduct summer school classes primarily for the purpose of providing remedial services to students. Students may receive credit toward graduation if they meet the requirements established by the Superintendent.

B. Nonresident Students

Nonresident students may be accepted in the summer school program if space is available and the requirements of the resident students have been met.

C. Tuition

1. Resident Students

At the time of enrollment, resident students shall pay tuition established by the School Committee. Tuition for resident students shall be less than that assessed nonresident students.

2. Nonresident Students

At the time of enrollment, nonresident students shall pay tuition established by the School Committee.

Adopted: October 12, 1978

Reviewed: January 24, 2002

INSTRUCTION

6-40

6-40

Compensatory Education – Title I

Title I funds shall be used to supplement, not supplant, educational services that are made available from non-Federal sources for the education of district students. Students who are serviced by Title I funds shall be identified as being in greatest need of Title I assistance based on student selection criteria. The School Committee shall ensure equivalence in the provision of curriculum materials and supplies. Records for the purchase of materials and salary compensation shall be kept in the business office of the Stoneham Public Schools. This policy shall be distributed to the district's schools on an annual basis.

Legal Reference:

Statute: Sections 1120A(b) and (d) of Public Laws 107-110, The No Child Left Behind Act of 2001.

Adopted: May 18, 2005

Revised: January 5, 2012

NEW CONSTRUCTION

SERIES 7

ARTICLE I:

IN GENERAL

7-0

Facilities Development Goals

7-1

Facilities Planning

7-2

Retirement of Facilities

7-3

Naming New or Renovated School Facilities

NEW CONSTRUCTION7-0 Facilities Development Goals.Goals

The Stoneham School Committee believes that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and school facilities that help to implement the program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number of students in the school system, and to provide the kind of facilities that will best support and accommodate the educational program.

In planning facilities, the Committee recognizes that capital outlay funds are limited, and that priorities must be established to make the best use of the school building dollar. Whenever possible, the cultural as well as the educational needs of the community will be considered in planning facility expansions.

Every new school which is to be constructed and every addition to an existing school or program for modernization of an existing school shall be designed and/or planned so as to ensure that the educational opportunities offered within that school following its construction or expansion or reconstruction will be available to all students equally.

Architects retained by the Committee are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

Legal Reference:

603 CMR 26:07 - Access To Equal Educational Opportunity- Active Efforts

Adopted: October 10, 2002

7-1

NEW CONSTRUCTION

7-1 Facilities Planning.

School Building Committee

The Stoneham Board of Selectmen creates a Building Committee for specific building projects. These committees act as the administrative authority for the projects subject to the approval of various actions of the School Committee and the Town.

The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.
2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.
3. To review previous studies and initiate needed studies with or without consultative assistance.
4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through the Principals, for the school staff to contribute to the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

Legal Reference:

M.G.L. 71:37C - Promotion of racial balance.

M.G.L. 71:68D - Duties of towns to maintain schools; transportation of children; school building committee representation.

M.G.L. 71:70D- Location of schools.

Building Assistance Act, Chapter 645 of the Acts of 1948 as amended, FY79

CMR 603-38:00 - School Construction

CMR 26:07 - Student Learning Time Regulations

Adopted: October 10, 2002

NEW CONSTRUCTION

7-2 Retirement of Facilities.

Procedure

When a school building currently used as a regular school facility becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot be reasonably and economically brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee which facilities appear to justify further analysis. At such time as it is decided to retire a school building, the School Committee will turn control of said building over to the town under the direction of the Board of Selectmen.

When a school building not currently used as a regular school facility is deemed inadequate or no longer necessary for school purposes, it may be released by the School Committee back to the Town without a comprehensive closing study. Factors that will be considered to determine if a facility is no longer necessary for school purposes will include the following:

- the actual or potential rental income from the building or site;
- the potential reuse or redevelopment of the site for school purposes.

If a school facility or site through common usage no longer retains its primary educational purpose, it should be considered for release by the School Committee so that control may be transferred to a more appropriate Town department, such as Recreation.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities.
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions.
3. Reassignment of children, including alternative plans according to Committee policy.
4. Transportation factors, including numbers of children bussed, time, distance, and safety.
5. Alternative uses of building.
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs

Adopted: October 10, 2002

Revised: March 26, 2009.3

NEW CONSTRUCTION

7.3 Naming New or Renovated School Facilities

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration should be chosen. The committee also feels that it is appropriate to name schools for physical locations; geographical areas; distinguished local, state, and national leaders whose name will lend dignity and stature to the school; or significant or pertinent events.

Whenever the School Committee considers it appropriate to name or rename a school or designated space in a school, it will charge the Superintendent of Schools with forming a committee, to be appointed by them, with residents of the community, which may include parents, students or former students, to develop specific recommendations to be made to the School Committee regarding the naming of a school or space within a school. This recommendation must include rationale that would justify the school or space within a school being associated with the name so recommended. The School Committee will conduct a public hearing before taking any action of the naming of a school or school space. The School Committee will have final and absolute authority over the naming of a school or space within a school.

In order to lessen community or fractional pressures that may build up over the appropriateness of naming a school or school space, it is expected that an orderly announced procedure will be identified, including allowing community residents adequate time to express interest in serving on a School Naming Committee.

It is anticipated all such School Naming Committees will be appointed by the School Committee well in advance of a new school or reopening so that proper detail can occur regarding necessary signage of a school or school space.

Adopted: October 10, 2002

PERSONNEL

SERIES 8

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PERSONNEL

SERIES 8

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PERSONNEL

8-0 Digital Recording/Videotaping/Photography Policy

Introduction

Stoneham Public Schools Spartan EDTV (Channel 10 Comcast, Channel 13 RCN, Channel 35 Verizon) are the school district's educational access channels. EDTV online at www.stonehamschools.net is Stoneham Public Schools online streaming video resource. They are used as teaching and learning tools, as well as a means of informing the entire Stoneham community and beyond, of school events.

Policy

All recording, video taping and photographing, including digital photography, by any means, including but not limited to cell phone, involving students will be related to classroom and/or extra curricular activities and other instructional support services. No video recording or photographing, including digital photography, will be used for commercial purposes and no student will be included without the written consent of the parent/guardian. Parents will be required to sign a release form on an annual basis. Exceptions to this policy are large public events, such as athletic events, Carnival Ball, graduation, etc.

All routine classroom video recording and photographing, including digital photography, of student activities produced by school personnel may not occur, or be reproduced, or made available outside of the school for any purpose without express prior authorization of the building principal. Parents will be notified in advance whenever non-routine projects involving video recording and photographing, including digital photography, of students is planned.

Adopted: March 10, 2006

Revised: September 13, 2007

Reviewed: November 2007

PERSONNEL/STUDENTS

Acceptable Use Policy

The Stoneham Public School system provides technology, internet and network access to students, parents and staff to support educational excellence and enhance our curriculum. Use of school computers and online access is a privilege provided to students and staff.

Information sent and received using the Stoneham Public Schools network, and all hardware/software provided or installed by the Stoneham Public Schools, is considered the property of the Stoneham Public Schools and is subject to review at the discretion of school administration. A user is deemed to access and use the school department network through any electronic activity conducted on the system using any device (whether or not such device is school-provided) regardless of the user's physical location.

Users have no right to privacy while using the network. The school department monitors users' online activities and reserves the right to access, review, copy, store or delete electronic communications or files. This includes any items stored on school-provided devices, such as files, e-mails, cookies and internet history. The school department reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The school department will fully cooperate with local, state (including DESE), or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the department's network.

In the event that a review shows improper use, appropriate action will be taken with the individual(s) in accordance with school disciplinary policy, copyright law and/or federal and state law. Improper use includes but is not limited to:

- Causing damage to computer technology equipment
- Altering computers or network equipment configurations
- Loading personal non-school purchased software onto a computer
- Hacking into other's folders or work files on a password protected server
- Using printer material for non-school business
- Use of computers and internet unrelated to intended educational use
- Downloading files for personal use, unrelated to proper educational use
- Use of school technology for personal gain or commercial use
- Use of computers for spam, advertising or political use
- Non-educational chat room or instant messaging use
- Use of an online computer to transmit, receive or display pornography; racially offensive or harassing messages; profanity; sexually explicit material; or threatening, defamatory, or other improper, socially unacceptable files
- Downloading or transmitting materials in violation of State, Federal and Copyright law

8-0-1 and 9-0-1 (page 2)

In accordance with the Children's Internet Protection Act (CIPA), the department blocks or filters content over the network that the department considers inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. The department may also block or filter other content deemed to be inappropriate, lacking educational or work-related content, or pose a threat to the network. The department may, in its discretion, disable such filtering for certain users for bona-fide research or other lawful or business purposes. Users shall not use any website application or methods to bypass this filtering of the network.

The department will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. Students should not reveal personal information about themselves or other students and should promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable. Parents should also monitor their children's use of the internet when the school network is accessed from home or a non-school location.

Periodically, the Stoneham Public Schools will make determinations of whether new uses of technology remain consistent with this acceptable use practice.

The district shall educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and about cyberbullying awareness and response.

Adopted: March 9, 2006

Revised: September 13, 2007

Revised: November 2007

Revised: July 2012

Revised: August 29, 2013

PERSONNEL**8-0-2: SOCIAL NETWORKING POLICY****A. Internet AUP still in force**

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

B. General Concerns

The Stoneham Public Schools recognizes the proliferation and, in some instances, usefulness of online conversation 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. Staff members 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 with students or engage in other 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 teacher'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 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 teacher communicates outside of these resources, such information is not retained. The responsibility falls on the teacher to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

C. Expectations of Staff

With these concerns in mind, the Stoneham Public Schools has instituted this "Social Networking Policy," and expectations for staff members' use of social networks such as Facebook, Linked-in, 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 should familiarize themselves with the features of any account they choose to use. For example,

8-0-2 (page 2)

2. Facebook requires account holders to take specific steps to “privatize” the information they place online. Users must educate themselves to these features of Facebook or any other social networking site. Users are responsible should any information intended to be “private” become “public” due to ignorance of the features of the social network or failure to properly use such features.
3. Any information shared privately with a recipient could be re-distributed by such recipient, without the sender’s knowledge or consent. The same principles one applies to
4. in-person communication should be applied to online conversation: use discretion, and do not place trust in individuals who have not proven themselves trustworthy. In essence, nothing posted online is ever truly “private.”
5. The school district expects users to keep the line between one’s professional life and personal life clearly drawn at all times. If a staff member 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 educational Facebook account should only be members of the educational community, such as administrators, teachers, students, and parents of such students.
6. At all times, and in the use of any form of communications, staff members 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. 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.
7. Staff are encouraged to communicate with students and parents on educational matters only through school-based resources, such as school-provided email or web portal accounts. Such on-line messages should be subject to the same courtesy and professionalism that is used in other forms of communication. 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 if a teacher uses his/her personal email as opposed to a school email account, that use 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. Information sent or received through personal email or social network accounts

8-0-2 (page 3)

8. that are related to one's capacity as a school employee are still subject to public records retention, exemption and disclosure requirements.
9. Emails or online communications from a private account should be forwarded to one's 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.
10. This policy is not intended to infringe upon a staff member'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 job duties. The use of one communication tool over another does not change the employee's obligations. Those restrictions are intended to preserve student confidentiality, maintain one's status as an educator who should command and receive the respect of students, be able to maintain order and discipline in the classroom, and remain objective with respect to students.
11. Staff members are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Communications with students, even if one does not use school resources for such communications, are within the jurisdiction of the school district as they arise out of one's position as an educator. Even if one is not using a school telephone, computer, classroom or the like to engage in contact with a student, that contact is not outside of the school district's authority to take appropriate disciplinary action. If one's behavior is inappropriate, undermines one's authority to instruct or maintain control and discipline with students, compromises one's objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. A staff member 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 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 will make reasonable use of their cell phones or smart phones to convey time sensitive information on scheduling issues and the like.

12. As noted in the Acceptable Use Policy, school technology resources are to be used only for their intended educational use.
13. In the use of a Facebook account or other social networking site, one should 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.

8-0-2 (page 4)

14. References to “Facebook” are not included to limit application of their policy to use of that program. 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.

D. Expectations of Students

Students and their parents also should not expect that any comments about staff or other students will remain confidential on social networking sites. State law requires that school districts act to ensure the safety of any individual who is threatened or bullied outside of school if that threat 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.

Adopted: November 3, 2011

8-1

C.O.R.I. Requirements

It shall be the policy of the Stoneham Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children' means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

8-1 (page 2)

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to C.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

8-1 (page 3)

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

Legal Reference

M.G.L. 71:38R, 151B, 276, §.100A, St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

Adopted: February 26, 2004

ADDENDUM #1

C.O.R.I. REQUIREMENTS

Employers may ask the following series of questions:

1. Have you been convicted of a felony? Yes or no?
2. Have you been convicted of a misdemeanor within the past five years (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
3. Have you completed a period of incarceration within the past five years for any misdemeanor (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?
4. If the answer to question number 3 above is "yes" please state whether you were convicted more than five years ago for any offense (other than a first conviction for any of the following misdemeanors: drunkenness, simple assault, speeding, minor traffic violations, affray or disturbance of the peace)? Yes or no?

Some employers are authorized to request, receive, view and/or hold criminal offender record information pursuant to state or federal law.

Any inquiry into the criminal record of an applicant must also contain language pursuant to M.G.L. c. 276, § 100A.

It is unlawful for an employer to make any inquiry of an applicant or employee regarding:

1. An arrest, detention or disposition regarding any violation of law in which no conviction resulted.
2. First convictions for the misdemeanors of drunkenness, simple assault, speeding, minor traffic violations, affrays or disturbance of the peace. For the purposes of 804 CMR 3.02 minor traffic violations include any moving traffic violation other than reckless driving, driving to endanger and motor vehicle homicide.
3. Any conviction of a misdemeanor where the date of the conviction or the completion of any period of incarceration resulting therefrom, which ever date is later, occurred five or more years prior to the date of such inquiry, unless such person has been convicted of any offense within five years immediately preceding the date of the inquiry.

No person shall be held under any provision of any law to be guilty of perjury or of otherwise giving false statement by reason of his failure to recite or acknowledge such information as he has a right to withhold by 804 CMR 3.02

PERSONNEL

8-2
P

8-2

Definitions

A. Administrative and Supervisory Personnel

Administrative and supervisory personnel are defined as employees who because of their position hold administrative certificates and/or who devote more than 50 percent of their working hours to administrative duties.

B. Certificated Personnel

Certificated personnel are defined as employees who are required to hold a certificate from the state in order to work in the public schools. This group includes librarians, guidance personnel, speech and hearing therapists, etc.

C. Classified Personnel

Classified personnel are defined as employees of the school department who are not required to hold either an administrative or a teaching certificate from the state. This group of employees is made up of, but is not limited to, maintenance, secretarial, clerical, cafeteria, custodial and paraprofessional employees.

Adopted: **October 12, 1978**

Reviewed: **January 24, 2002**

8-3

Employment of Relatives

A. Definition of Relatives

A relative is defined as a child, spouse, parent, sibling, grandparent, grandchild, niece, nephew, aunt, uncle, in-law and any person regularly living in the household.

B. Employment

The Stoneham school system shall not employ a relative of an employee who would be that employee's supervisor or would be responsible for the evaluations of that employee or who is a relative of a member of the School Committee.

Employees shall not supervise or shall not be responsible for the evaluation of relatives. Should a promotion place an employee in a position wherein the employee would supervise or would be responsible for the evaluation of a relative, the employee to be supervised shall be transferred to another position for which the employee is qualified.

C. School Committee Members

Members of the School Committee shall not be considered for employment in the school department during their term of office.

Legal Reference:

M. G. L. - 71 - S 52.

Compensation

Adopted: February 8, 1979

Amended: August 17, 1995

Reviewed: January 24, 2002

8-4

Grievance Procedures

- A. Bargaining Units Recognized by School Committee*
- B. Title IX (Nondiscrimination on the Basis of Sex)

Under the grievance procedures established for these purposes and adopted by the School Committee, employees and students of the school department are eligible to process complaints related to the violation, interpretation or application of the Title IX rules and regulations. The resolution of real or alleged violations shall be motivated toward a solution that is in compliance with Part 86 of Title IX, and the resolution shall be accomplished quickly and smoothly.

The Director of Pupil Personnel Services shall be the Title IX Compliance Coordinator for the Stoneham School Department.

- C. Handicapped Persons (Nondiscrimination on the Basis of Handicap)

Under a grievance procedure established for these purposes and adopted by the School Committee, persons who qualify as handicapped under the definitions set forth in the Rehabilitation Act of 1973 and the subsequent federal regulations (Part IV) may file complaints related to the violation, interpretation or application of the above federal law and regulations. The resolution of real or alleged violations shall be motivated toward a solution that is in compliance with federal and state laws and regulations, and the resolution shall be accomplished quickly and smoothly.

The Director of Pupil Personnel Services shall be the Handicapped Compliance Coordinator for the Stoneham School Department.

(Editor's Note: For informal complaints not judged to be grievances, employees and students should consult the policy on lines of responsibility in Section 3-8 of this manual.)

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 151B, sec. 1, 4, 5, 6, 7 and 9.

Unlawful discrimination against race, color, religious creed, national, origin or ancestry.,

Adopted: October 12, 1978
Reviewed: January 24, 2002
Revised: January 28, 2010

PERSONNEL

**8-5
P**

8-5

Working Days/Hours of Employment*

The working days and hours of employment for various classes and groups of employees shall be established with the approval of the School Committee.

Teachers shall begin and end their workday so as to be available to assist students before and after school and to supervise the arrival and departure of students.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

8-6

Personnel Records*

A. Confidentiality

The School Committee shall protect the confidentiality of personnel files, references, records and other documents pertaining to an employee. No separate personnel files shall be established for an employee that are not available for the employee's inspection.

B. Pre-employment Materials

References, transcripts, placement folders and/or other materials used to evaluate the employee prior to employment shall not be considered part of the employee's personal file. These materials may be kept confidential from those in Part C of this policy.

C. Review of Contents

An employee shall have the right, upon written request, to review the contents of the employee's personnel file and to note reservations concerning any of the materials contained therein.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch.71, sec 42C.

Records of teachers; inspection.

Adopted: October 12, 1978

Reviewed: January 24, 2002

8-7

Drugs and Alcohol

A. Generally

The school department is committed to drug-free schools and grounds through prevention programs, curriculum, supervision, and enforcement.

B. Drug-Free Workplace Policy Statement

The Stoneham Public Schools has recognized in the past the importance of maintaining a workplace which is drug and alcohol free to enhance the welfare of employees and students. A federal law, the Drug-Free Workplace Act, requires the Stoneham Public Schools to certify that it maintains a drug free workplace as a condition of receiving federal grants and contracts. The requirements of this law gives the Stoneham Public Schools the opportunity to reaffirm the following policy and its commitment to a workplace free of drugs and alcohol.

It is the policy of the Stoneham Public Schools, to maintain an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession or use of controlled substances or alcohol is prohibited while on duty or on school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal.

It is the condition of employment that each employee abide by this policy and notify the Superintendent of Schools of any criminal drug conviction for a violation occurring in the workplace within five (5) days of such a conviction. The Stoneham Public Schools has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. Further, no later than thirty (30) days of notice of a conviction, the Superintendent of Schools will, as appropriate, either impose or recommend the School Committee impose disciplinary sanctions up to and including discharge or require the employee's satisfactory participation in a drug abuse assistance or rehabilitation program.

Questions concerning drug-free workplace policy may be directed to the Superintendent of Schools at 781-279-3802.

C. Reporting Abuses by Students

Employees of the school department shall be responsible for reporting to their immediate superior or the principal of the school any evidence of the use or possession by students of alcohol or drugs not prescribed for them by a physician. All such reports shall be investigated and shall be forwarded to the Superintendent. If the investigation reveals a violation of the law, the proper law enforcement agencies shall be notified.

8-7 (page 2)

Legal Reference:

Public Law 100-690 Title V. Subtitle D. 41 USC 701 et seq.

Adopted: October 12, 1978

Amended: June 10, 1993

Reviewed: January 24, 2002

Revised: January 28, 2010

8-7-1

Use of Tobacco on School Property

Enforcement of law prohibiting the use of tobacco products anywhere on school property and school buses (Chapter 71, Section 37H). The School Committee shall interpret the prohibition against tobacco products to include smokeless tobacco and “e-cigarette” products.

The Stoneham Public Schools is obligated to enforce the law firmly but in a sensitive and humane manner consistent with a teaching institution. This law has been in effect since June 18, 1993, and will be enforced in the following manner:

- A. Responsibility: the principal of the school will be responsible for enforcement in his/her building and grounds and on buses supervised by that school's staff. In the event of a continuing problem with an employee who works in several schools or is a contracted service, the principal may assign follow-up to the immediate supervisor, i.e., Director of Special Services, Business Manager, etc.
- B. Staff Relations: no guidelines or procedures create an appropriate balance between the rights of individuals and the need to avoid ill will among colleagues. Whether to speak directly to another adult or to refer the matter to the principal is an option best left to the judgment of the offended individual.
- C. Action by the Principal or His or Her Designee
 - 1. A staff member who has been asked not to do so but continues to use tobacco on school property will receive a written warning, including the principal's options for disciplinary action.
 - 2. Parallel to warning, the staff member will be provided information on voluntary programs to assist individuals to stop tobacco use.
 - 3. A staff member who has been warned in writing and continues to use tobacco on school property may be subject to suspension and/or other action related to good cause. In such cases, the staff members will have rights to due process and appeal as outlined in Chapter 71, Section 42D of Massachusetts General Laws.

Legal Reference:

M.G.L., ch.71, sec. 36.

Adopted: June 18, 1993

Revised: February 7, 2002

Revised: October 6, 2005

Revised: March 17, 2016

8-8

Recognition of Bargaining Organizations

A. **Generally**

For purposes of collective negotiating, the School Committee shall recognize an organization of employees that can meet the requirements of the law.

B. **Recognition Agreements**

See the appendix of this manual for recognition agreements between the School Committee and employee organizations.

Legal Reference:

M.G.L., ch. 150E, sec. 1-15.

Labor relations: public employees.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Stoneham Public Schools' Policy Prohibiting Discriminatory and Sexual Harassment and Misconduct & Complaint/Grievance Procedure

I. BACKGROUND OF POLICY

The Stoneham Public Schools is committed to maintaining a school environment free of any harassment based on, but not limited to, race, color, national origin, sex, disability, age, genetics, ancestry, sexual orientation, gender identity/expression, criminal record, homelessness or active military status. Such harassment in the workplace or school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. Further, any retaliation against an individual who has complained about harassment or against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

II. PURPOSE AND SCOPE

Discriminatory harassment is defined as any communication or conduct that is sufficiently serious to limit or deny the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his/her duties. It includes, but is not limited to, any communication, written, spoken or otherwise, such as jokes, comments, innuendoes, notes; material placed on the internet or other electronic media such as email, web page, and voice mail; writing placed on school property, the display of pictures or symbols, graffiti, gestures, or other conduct that offends or shows disrespect to others based upon race, color, national origin, sex, disability, age, genetics, ancestry, sexual orientation, gender identity/expression, criminal record, or active military status.

Law views the particular communication or conduct from the perspective of a reasonable person with the characteristic on which the harassment is based. Another person may reasonably view what one person may consider acceptable behavior as harassment; therefore, individuals should consider how other individuals might view their words and actions.

It should be noted that, while this policy sets forth the goal of the Stoneham Public Schools to maintain a work and educational environment that is free of harassment based upon race, color, national origin, sex, disability, age, genetics, ancestry, sexual orientation, gender identity/expression, criminal record, or active military status the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, whether or not that conduct satisfies the definition of harassment.

This policy may apply to forms of discriminatory harassment that occurs between coworkers between students, and between students and school personnel that takes place outside the school environment (including, but not limited to, online conduct or conduct utilizing the internet or other electronic media). When the conduct complained of occurs outside of the

workplace, the school may consider the following and other factors in assessing whether the conduct constitutes conduct in violation of this policy:

- Whether the event at which the conduct occurred is linked to the School in any way, such as at a School-sponsored function;
- Whether the conduct occurred during work/school hours;
- The severity of the alleged outside-of-school conduct;
- The work/school relationship of the complainant and alleged harasser, which includes whether the alleged harasser is a supervisor/faculty and whether the alleged harasser and complainant come into contact with one another on the job or in the School environment;
- Whether the conduct adversely affected the terms and conditions of the complainant's employment or education or impacted the complainant's work/school environment

III. EXAMPLES OF PROHIBITED CONDUCT

It is not possible to list all the circumstances that may constitute discriminatory harassment in violation of this policy. Discrimination may take many forms, including both verbal and nonverbal behaviors. Prohibited behavior includes, but is not limited to, the following behaviors connected to someone's membership in one or more groups protected by law as noted in the first paragraph above: slurs or other derogatory comments; sharing demeaning pictures, cartoons, or jokes; demeaning gestures, and; any conduct constituting sexual harassment.

IV. WHILE ALL TYPES OF DISCRIMINATORY HARASSMENT ARE PROHIBITED, SEXUAL HARASSMENT REQUIRES PARTICULAR ATTENTION. SEXUAL HARASSMENT INCLUDES SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND/OR OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE WHEN:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education, or
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student, or
3. Such conduct interferes with an individual's job duties, education, or participation in extracurricular activities, or
4. The conduct creates an intimidating, hostile or offensive work or school environment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work or educational environment that is hostile, offensive, intimidating or humiliating to individuals of either gender may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

1. Unwelcome sexual advances - whether they involve physical touching or not;

2. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
3. Displaying sexually suggestive objects, pictures, cartoons;
4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
5. Inquiries into one's sexual experiences, and;
6. Discussion of one's sexual activities

The victim or complainant as well as the harasser may be male or female. The victim or complainant does not have to be of the opposite sex. The complainant does not have to be a person directly harassed, but may be someone affected by the offensive conduct.

All employees and students should take special note that, retaliation against an individual who has complained about sexual and or discriminatory harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

1. Sexual violence is a form of sex discrimination and is prohibited. It is generally defined as contact of a sexual nature that occurs without the effective consent of an individual involved.
2. Effective consent cannot be given by minors, those who are incapacitated as a result of alcohol or other drug consumption, or those who are otherwise incapacitated or unconscious.
3. Consent as a result of coercion, intimidation, threat of force or force is not effective consent.
4. An individual may also be unable to give consent due to an intellectual or other disability. In the state of Massachusetts, **consent can never be given by a minor under the age of 16.**

Examples of sexual violence include, but are not limited to:

1. Acts of rape (stranger and acquaintance);
2. Having sexual contact with someone who is incapacitated (e.g., from alcohol or drug usage) such that their decision-making ability is compromised and they are unable to consent;
3. Continuing a sexual act after either party has made it clear, either verbally or by conduct, that they do not wish to continue physical contact, and other forms of coerced sexual activity, including unwanted touching, fondling or other forms of sexual conduct.

The School also prohibits other forms of sexual misconduct, including:

1. Obscene or indecent behavior, such as the exposure of one's sexual organs or the display of offensive sexual behavior,
2. Deliberate observation of others for sexual purposes without their consent,
3. Taking or posting of photographs, videos or images of a sexual nature without consent,
4. And possession or distribution of illegal pornography.

In addition to the above, specific examples of sexual misconduct constituting violations of this Policy include:

1. Sexual Assault - Penetration, no matter how slight, of a vagina or anus with a sex organ or object, or oral penetration by a sex organ of another person, without the consent of the victim, or non-consensual touching of a sexual nature of another person with or without force.
2. Domestic Violence - violent misdemeanor and felony offenses committed by a victim's current or former spouse, current or former cohabitant, person with whom a victim shares a child, or individuals engaged in a substantive dating relationship as defined by M.G.L Chapter 20A.
3. Dating Violence - Violence by a person who has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined by (a) its length, (b) its type, and (c) frequency of interaction of persons involved in the relationship.
4. Stalking — an intentional course of repeated conduct or behavior over a period of time directed at a specific person that would cause a reasonable person to (a) fear for her, his or other's safety, or (b) to suffer substantial emotional distress.

Anyone who has been subject to any sexual violence, misconduct or domestic violence is encouraged to report the incident to the Stoneham Police Department, the Title IX Coordinator, or Deputy Title IX Coordinators listed within this policy.

V. REPORTING

The Stoneham Public Schools strongly urges all individuals in the school community to bring any complaint of discriminatory harassment, sexual harassment and/or sexual misconduct including sexual violence to the attention of school personnel so that they can resolve the issue. Complaints may be made orally and/or in writing. The Stoneham Public Schools will promptly review every complaint, take necessary action to eliminate the conduct and work to ensure the safety of the complainant and any/all witnesses. In response to incidents of sexual misconduct and or violence, individuals including students and if applicable, their parents or guardians may simultaneously contact law enforcement and/or file a criminal complaint.

Students are also encouraged to report any incident to the Superintendent of Schools and/or the Complaint Manager. In response to reports of sexual violence, discriminatory and sexual harassment, students should understand that not all personnel are allowed to maintain strict confidentiality.

Local resources are obligated by law to maintain confidentiality include:

- Boston Area Rape Crisis Center (24 hour hotline): (800) 841-8371
- NATIONAL DOMESTIC VIOLENCE HOTLINE: (800)-799-7233

If an individual requests that a report of sexual misconduct remain confidential, the District will make all reasonable efforts to preserve the confidentiality of and prevent the disclosure of the identities of the parties involved in a sexual misconduct matter. However, information regarding alleged sexual misconduct must be handled in accordance with applicable state and federal laws. Individuals should understand, for example, that under conditions of

The persons and Superintendent as listed above are also available to provide information about this policy and the Stoneham Public Schools' complaint process.

If a student does not wish to discuss the issue with a teacher, counselor, administrator, complaint manager, or the Title IX Coordinator, or if the student feels that the aforementioned people do not address the problem in an effective manner, the student should contact the Superintendent of Schools, 781-279-3802.

Informal and Formal Grievance Procedures have been established to meet the requirements of Title IX, the ADA, the ADAAA and Section 504 of the Rehabilitation Act of 1973. Any person who wishes to file a complaint alleging discrimination on the basis of disability or sex in the provision of services, activities, programs or benefits by the Stoneham Public Schools (SPS) may use the grievance procedures.

The Informal Procedure to resolve the allegations of a complainant may be requested by the complainant in consultation with the Title Coordinator and Superintendent. In these cases, the Title IX Coordinator in consultation with the Superintendent shall determine whether or not alternative informal resolution measures are appropriate based on the nature of the complaint. Informal Procedures to resolve complaints may include a meeting of the parties, or other means to resolve the allegations with the assistance of a counselor, teacher, or other school or SPS staff. The informal procedure may be abandoned at any time in favor of the initiation of formal procedures and shall not hinder or prohibit the School from initiating and conducting an investigation.

VI. INVESTIGATION AND COMPLAINT RESOLUTION

The Stoneham Public Schools will promptly review every complaint, take necessary action to eliminate the conduct and work to ensure the safety of the complainant and any/all witnesses.

The Stoneham Public Schools shall promptly initiate an investigation into allegations of sexual and discriminatory harassment including sexual assault and misconduct while observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. During the investigation and prior to a final determination, the Title IX Coordinator and/or appropriate administrator will take appropriate interim measures to protect the complainant. During an investigation the complainant and accused may present witnesses and other evidence. Victims of sexual/discriminatory harassment, and /or sexual assault will not be required to mediate allegations of harassment with their alleged perpetrators without appropriate involvement by the District, and further, any mediation process can be terminated by the victim at any time. Both the complainant and the accused individuals shall be notified by the School District of the outcome of any investigation.

The Title IX Coordinator in consultation with the School's Complaint Manager/and or Superintendent will coordinate the investigation. Typical steps in an investigation include separate interviews with those involved, putting statements from each party in writing, identifying and questioning witnesses, and other appropriate actions. The District will conduct the investigation with as much confidentiality and privacy for the parties as possible without compromising the thoroughness of the investigation. The District will caution all participants in

the investigation to limit discussions to those staff directly involved in the investigation and to treat the matter as confidential as practicable. Individuals are expected to cooperate fully in any investigation. Failure to do so may result in disciplinary action up to and including termination/expulsion.

The District will endeavor to complete the investigation within thirty (30) school days of receiving the complaint, unless the nature of the investigation or exigent circumstances dictate otherwise, in which case the investigation will be completed as promptly as practicable. Also, if the respondent is subject to a collective bargaining agreement that sets forth a specific time line for notice and/or investigation of a complaint, such time line will be followed. During Title IX investigations, the District will use the preponderance of the evidence standard in determining whether or not District Policies have been violated in relation to sexual violence, and discriminatory and sexual harassment complaints.

Upon completion of the investigation, the Compliance Officer will issue a written report to the Superintendent. The Superintendent will issue a decision within ten (10) school days of receiving the Compliance Officer's report. If the complainant or the accused is not satisfied with the Superintendent's decision, an appeal may be filed with the Superintendent by either the complainant and/or the accused or by their guardian(s) within five (5) calendar days of receiving the decision. Within thirty (30) days of receiving the record, the Superintendent will render a final decision in writing.

If the District determines that the Policy Prohibiting Discriminatory Harassment, Sexual Harassment and Misconduct has been violated, the District will take appropriate action promptly to stop the offending conduct and ensure that it is not repeated. Depending on the severity of the incident(s), such corrective action may include counseling, training, a verbal or written warning, suspension, or termination/expulsion. Following substantiated instances of discriminatory and sexual harassment, including sexual misconduct and violence, the District will take reasonable steps to address the effects of the conduct including but not limited to supporting victims' access to the District's programs, services and activities.

In certain cases, harassment of a student, and in particular, sexual harassment of a student, may constitute child abuse under Massachusetts laws. Verbal sexual harassment of any child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse. Such abuse must be reported immediately to the Department of Social Services in accordance with the requirements of M.G.L. c 19, s. 51A. A matter reported under this section shall be screened to determine whether an investigation is pursuant to the Child Abuse and

Neglect Policy, the Sexual Harassment Policy, or both. The Stoneham Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

VII. PENALTIES

Persons who engage in discriminatory, sexual harassment, sexual misconduct and assault including retaliation may be subject to suspension, termination/expulsion or other sanctions, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

An individual determined to have violated the District's policies related to discriminatory/sexual harassment, and/or sexual misconduct may be subject to the following sanctions or a combination thereof:

All Students

- a. Mediation involving a third party; remedial training
- b. Reprimand either verbal or written
- c. Suspension in-house or out of school
- d. Expulsion

All Staff

- a. Mediation involving a third party; remedial training
- b. Reprimand either verbal or written
- c. Suspension with or without pay
- d. Dismissal

VIII. TRAINING AND EDUCATION

The Stoneham Public Schools remains committed to ensuring all faculty, school administrators, students and school personnel, guidance counselors and paraprofessionals complete mandatory training to include but not be limited to:

1. What constitutes sexual and discriminatory harassment including sexual violence under Title IX
2. The differences and similarities between harassment and bullying
3. The responsibility of staff to report incidents of discriminatory and sexual harassment, including sexual violence of which they have knowledge
4. The District's obligation to respond to notice of discrimination or possible discrimination under Title IX
5. The District's approved complaint and grievance procedures
6. Appropriate and effective complaint response and interventions

The Stoneham Public Schools will ensure mandatory training is provided to all investigator staff including building and Title IX Coordinators, and/all staff responsible for conducting Title IX investigations on how to conduct thorough, prompt, impartial and reliable investigations pursuant to Title IX to include but not limited to:

- The definition and scope of hostile work environment, discriminatory and sexual harassment including sexual violence
- The differences and similarities between harassment and bullying
- Appropriate remedial actions and remedies in response to complaints of sexual and discriminatory harassment
- The District's obligation to inform both the complainant and accused of the outcome of an investigation
- Best practices for tracking patterns, incidents, systemic problems, climates and trend
- Effective complaint response, interview skills and investigation report writing
- Effective complaint resolution and appropriate resources for victims and accused.

The Stoneham Public Schools will facilitate training for all students to include but not be limited to:

- A thorough overview of what constitutes discriminatory and sexual harassment, including sexual misconduct
- The importance of reporting incidents including a review of all reporting avenues
- The District's obligation to respond to and resolve complaints; including a thorough review of the District's grievance policies.
- Student confidential and non-confidential reporting options

IX. CONTACT AND REFERRAL INFORMATION

State agencies that enforce laws prohibiting harassment or receive complaints thereunder include:

Massachusetts Commission Against Discrimination (MCAD)

Boston Office:

One Ashburton Place,
Suite. 601
Boston, MA 02108
(617) 994-6000

Worcester Office:

484 Main Street
Room 320
Worcester, MA 01608
(508) 453-9630

Springfield Office:

436 Dwight Street
Rm. 220
Springfield, MA 01103 (413)
739-2145

New Bedford Office:

128 Union Street
Suite 206
New Bedford, MA 02740
(774) 510-5801

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street
Malden, MA 02148
(781) 338-3000

Federal agencies responsible for enforcing federal laws prohibiting harassment include:

United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building
15 Sudbury St. Room 405
Boston, MA 02203-0506
(800)-669-4000

U.S. Department of Education, Office for Civil Rights (OCR),
5 Post Office Square, 8th Floor
Boston, MA 02109
(617) 289-0111

X. LEGAL REFERENCES

Mass. Gen. Laws. Ch. 151B

Mass. Gen. Laws Ch. 76, s. 5/Chapter 622

Title VI of the Civil Rights Act of 1964

***Title IX of the Education Amendments of 1972
Age Discrimination in Employment Act of 1967
Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act of 1973***

STONEHAM PUBLIC SCHOOLS COMPLAINT/INCIDENT REPORT FORM

Name of Complainant: _____

Complainant's School and Class/Job Title: _____

Address: _____

Email Address: _____ Phone Number(s): _____

Name(s) of Parent/Legal Guardian (if applicable): _____

Address: _____

Email Address: _____ Phone Number(s): _____

Nature or Complaint: This may include but is not limited to incidents of discriminatory and sexual harassment, retaliation, sexual misconduct/assault and bullying.

Dates of Alleged Incident(s): _____

Names of the person(s) you are reporting: _____

Please describe in detail the incidents of alleged misconduct; including where and when the incidents occurred. Please name any witnesses that may have information regarding the alleged misconduct. Attach additional pages if necessary.

Please describe any past incidents that may be related to this complaint. Attach additional page(s) if needed.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant _____ Date _____

Complaint Received By: _____ Date _____

Compliance Officer

<i>Adopted</i>	<i>November 12, 1992</i>
<i>Revised</i>	<i>July 26, 2001</i>
<i>Revised</i>	<i>January 24, 2002</i>
<i>Revised</i>	<i>May 1, 2008</i>
<i>Revised</i>	<i>January 28, 2010</i>
<i>Revised</i>	<i>July 2012</i>
<i>Revised</i>	<i>February 7, 2013</i>
<i>Revised</i>	<i>March 23, 2017</i>
<i>Reviewed</i>	<i>March 19, 2020</i>
<i>Revised</i>	<i>March 4, 2021</i>
<i>Updated</i>	<i>December 2, 2021</i>
<i>Legal Reference</i>	<p>Mass. Gen. Laws. Ch. 151B Mass. Gen. Laws Ch. 76, s. 5/Chapter 622 Title VI of the Civil Rights Act of 1964 Title IX of the Education Amendments of 1972 Age Discrimination in Employment Act of 1967 Americans with Disabilities Act of 1990 Section 504 of the Rehabilitation Act of 1973</p>
Policy Cross Reference	

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8-9.3Section 504: Grievance Procedure

Stoneham Public School District does not discriminate on the basis of disability in admission, access to services, treatment or employment in its programs or activities. Any complaints of discrimination in violation of federal law should be addressed through the following grievance procedure:

1. STEP 1: Informal Discussion With Coordinator

Complainants are encouraged to try to resolve problems through informal dispute resolution. The complainant meets informally with the Section 504 coordinator and discussed his/her complaint. The coordinator will investigate, documenting all steps (including dates and nature of meetings, disposition and dates of disposition), and will reply in writing within five business days of the initial meeting.

2. STEP 2: Written Complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the Section 504 coordinator within ten (10) business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation.
- The remedy sought by the complainant.
- The complainant's signature and the date.

The district's Section 504 coordinator will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought.
- A statement of the facts as contended by each party.
- A statement of the facts as found by the coordinator and evidence to support each fact.
- A list of witnesses interviewed and documents reviewed during the investigation.
- A narrative describing attempts to resolve the grievance.

The report will be filed with the Superintendent within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

If the superintendent agrees with the recommendations of the coordinator, the recommendations will be implemented.

3. STEP 3:Appeal To The Bureau of Special Education Appeals

If the complaint is not satisfactorily resolved through Step 2, the complainant may file a written appeal to the Board of Special Education Appeals. The proceedings will be presided over and decided by an impartial hearing officer appointed by the Bureau.

4. OCR Complaint

At any stage in this grievance procedure, the complainant has the right to file formal complaints with:

Regional Office for Civil Rights

The Section 504 coordinator for the Town of Stoneham is:

The Administrator of Pupil Personnel

Adopted: February 7, 2002

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Qualifications and Recruitment

The Superintendent shall determine the personnel requirements of the school department and shall recruit applicants for vacant positions. Applicants shall combine, the qualities of broad general scholarship, through preparation in their special field, high moral integrity and professional competence to achieve the goals and objectives of the School Committee.

On the recommendation of the building principal the Superintendent shall approve the appointment of qualified candidates for employment. Diversity of preparation and points of view is essential for a well-rounded and intellectually vigorous staff. The Superintendent shall take training and experience into consideration when making recommendations.

Personnel assigned to two or more schools may be directly appointed by the Superintendent of Schools.

The Superintendent will employ the best qualified applicant for each position. The Stoneham Public Schools do not discriminate on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

(Editor's Note: For principles for the selection of teachers, see part B-3 of Section 6-0 of this manual.)

Legal Reference:

M.G.L., ch. 71, sec. 38.

Employment of teachers and aides.

Adopted: October 12, 1978

Revised: February 7, 2002

Revised: July 2012

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Health Examination

A. **Tuberculosis**

Employees and applicants for employment in the school department shall have health examinations for communicable tuberculosis as may be required by law or by the school physician.

B. **Pre-Employment Physical Examinations**

Applicant for employment must submit Pre-Employment Physical Examination Report signed by their physician.

C. **Custodians**

Applicants for custodial positions shall be given a physical examination by the school physician at no charge to the applicant.

Legal Reference:

M.G.L., ch. 71, sec. 54.
M.G.L., ch. 71, sec. 54.

Physical examination of school personnel
Tuberculosis examinations

Adopted: October 12, 1978

Revised: February 7, 2002

ANTI-FRATERNIZATION POLICY: STAFF

Preamble

The Stoneham School District is committed to fostering a positive learning and working environment for all students and staff in order to promote educational excellence. The Stoneham School District's Anti-fraternization Policy shall serve as a statement on appropriate conduct and relationships between students and staff of the Stoneham School District. The spirit and intent of this policy is meant to help both staff and students understand and appreciate the delicate balance that exists between them and to better define the boundaries that their respective roles dictate.

Definitions

For purposes of this policy, "staff" refers to all Stoneham School District employees, contracted service personnel, SEIU employees, and any volunteers working on school property.

For purposes of this policy, "student" refers to all Stoneham School District individuals in grades pre-kindergarten through twelve, including a one year window post -graduation from the Stoneham School District. Any student remaining post graduation will have a one year window after leaving the Stoneham School District.

For the purposes of this policy "school property" includes all places set forth in the District, along with any place where extracurricular activities and/or events may take place including location visited during the course of field trips and/or other School District sponsored activities.

Policy

All staff must be aware that students of all ages and intellect are susceptible to influence by both staff and fellow peers. While this influence most often yields positive educational results, it can also be used in a manner that is entirely inappropriate. Accordingly, staff must be cognizant of their appropriate roles and professional duties in the development of students. Similarly, staff must be cognizant of the imbalance of power that exists in relationships between staff and student, which can live on long after the student has graduated from the Stoneham School District. This imbalance of power places students in a vulnerable position that must be recognized and respected by staff. It is the responsibility of staff not to take advantage of or otherwise exploit this imbalance of power to further any non-educational, personal, or inappropriate objective. Accordingly, staff is prohibited from engaging in any romantic, sexual, or physical relationship with students.

Many personal relationships are entirely appropriate and develop through family or neighborhood interactions with respect and adherence to the appropriate standards of

professional conduct. To the degree that such relationships develop or exist, it is the staff's responsibility to ensure that such relationships continue along and within appropriate boundaries. This policy does not preclude conduct otherwise necessary to respond to legitimate educational circumstances.

The staff of the Stoneham School District must understand that this Anti-fraternization Policy is a condition of employment. As a condition of employment, the Stoneham School District reserves the right to at any time, without advance notice to staff, monitor, access, investigate and/or review the appropriateness of any activity or relationship between staff and students in order to protect the health, welfare and safety of the District, its staff and students. Failure to adhere to the requirements of this policy may result in severe consequences, up to and including termination.

Any question by staff as to the appropriateness of an activity, relationship, or interaction with a student may be directed to the school building principal or designee. All inquiries into the appropriateness of an activity or relationship will be confidential to the fullest extent appropriate. All staff that suspect an inappropriate relationship exists between a staff member and student are required to immediately notify, orally or in writing, the school building principal or designee.

Submission of a good faith report of a suspected violation of this policy will not adversely affect the reporting individual's employment. Submission of a purposely inaccurate report may result in disciplinary actions. All staff members are required to sign the Stoneham School District Anti-fraternization Guide to Acceptable and Unacceptable Behavior Form, which will become part of an individual's personnel file.

Acceptable and Unacceptable Behavior

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context. The Anti-fraternization policy requires a delicate balance between establishing appropriate norms and acknowledging a faculty/staff member or students' right to privacy. The Stoneham School District Anti-fraternization policy is focused on staff/student relationships and is intended to provide clear direction on what is unacceptable behavior with students that might compromise staff member roles as educators and developers of character and what is acceptable behavior. In all instances staff members have a duty and obligation under Massachusetts law to protect the health and welfare of students, and an affirmative duty to provide notice to the appropriate Stoneham School District representative if an inappropriate situation develops so that the District can take appropriate action.

The Stoneham School District is committed to avoiding situations which may generate complaints of favoritism and inappropriate relationships between staff and students. Staff members are prohibited from engaging in any of the following types of prohibited conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed.

1. Staff members **shall not** become romantically involved with any student
2. Staff members **shall not** engage in any sexual or physical relationship with any student

3. Staff members **shall not** foster, encourage, or participate in inappropriate emotionally or socially intimate relationships with students in which the relationship is outside the bounds of the reasonable, professional staff/student relationship and in which the relationship could reasonably cause a student to view the staff person as more than a staff member,
4. Staff members **shall not** associate with students in any situation or activity which could be considered sexually suggestive or involve the use of alcohol or illegal drugs by students
5. Staff members **shall not** date students
6. Staff members **shall not** make disparaging remarks about their colleagues or other students in the presence of any student
7. Staff members **shall not** engage in unacceptable online interactions with students using social media sites or social networks or via cell phone, texting or telephone.
8. Staff members **shall not** send students on personal errands
9. Staff members **shall not** disclose information concerning a student, other than that required by law, to any person not authorized to receive such information, this includes but is not limited to, information concerning student address, assessments, ability scores, grades, behavior, mental or physical health and/or family background.

In order to protect the health, welfare and safety of students the following are examples of appropriate staff member conduct.

1. Staff **shall** maintain appropriate and professional conduct in all settings in the presence of students
2. Staff members **shall** maintain professional relationships with students which are conducive to an effective educational environment.
3. Staff members **shall** maintain a reasonable standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities.
4. Staff members **shall** report pursuant to law and District policy any suspected signs of child abuse or neglect
5. Staff members **shall** report any violation of this policy to the school building principal or designee
6. Staff members **shall** report any violation of social media sites or networks to the school building principal or designee

Reporting and Investigation Procedures

Any and all suspected violations of this policy must be immediately reported, orally or in writing, by staff to their school building principal or designee. The school building principal or designee shall document all complaints in writing within twenty-four (24) hours. The school building principal or designee will immediately conduct an investigation and create a written record thereof within at least ten (10) workdays, which will be provided to the Superintendent or designee. If the alleged violation involves the school building principal, then the report shall be made to the Superintendent, who shall follow the procedural steps outlined in this section of the policy. If the alleged violation involves the Superintendent, then the report shall be made

directly to the Chairperson of the School Committee or designee, whom shall also follow the procedural steps outlined in this section of the policy.

The investigation may consist of personal interviews with the reporting individual, the alleged offender(s), and others who may have knowledge of the alleged incident (s) or circumstances giving rise to the suspected violation of this policy, and a review of records when appropriate to determine the existence of previous reports. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. A written record will include the following:

- the name of the offender(s);
- the nature of the allegation(s)
- location and frequency of the violation(s)
- a detailed factual description of the incident(s)
- a list of all known witnesses;
- a summary of the investigation, which will include interviews with the individual(s) reasonably believed to have relevant information, including but not limited to, the reporting individual, the alleged offender(s) and witnesses;
- a description of any disciplinary actions already taken; and
- a recommendation for further disciplinary action or review

In determining whether the alleged conduct or relationship constitutes a violation of this policy, the District will consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, and the context in which the alleged conduct occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. In addition, the District may take immediate steps, at its discretion, to protect the staff and student pending completion of an investigation of an alleged inappropriate activity or relationship. The District must sufficiently investigate all reports of inappropriate activity or relationships that are brought to its attention in order to determine the veracity of the report. The District will respect the privacy of the reporting individual(s), the individual(s) against whom the report is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All staff must fully understand that reporting and investigation procedure implanted by the District is necessary to maintain the educational character and integrity of the District and to ensure compliance with this policy and the law.

Any and all violations of this policy determined by the principal or designee may result in disciplinary action taken against the offending staff member. If the violation of this policy warrants a criminal investigation, the Stoneham Police Department or appropriate legal authorities will be immediately contacted.

Any violation of this Anti-fraternization Policy and/or other Stoneham School District policies may result in, but is not limited to, one or more of the following:

- written warnings or a letter of reprimand in the personnel file;

- other remedies, such as suspensions and terminations as covered under Massachusetts law; and consistent with appropriate collective bargaining agreements;
- referral to the appropriate legal authorities for possible criminal prosecution; and
- civil liability

The Stoneham School District reserves the right to add and include additional behaviors and activities that can result in disciplinary action to this policy and implement such changes after adoption by the School Board. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Massachusetts and federal law and other School District policies. The District will take appropriate disciplinary action against any staff member who retaliates against any individual who reports an alleged violation of this policy or any individual who testifies, assists or participates in an investigation, or who testifies, assists or participates in proceeding or hearing relating to such alleged violation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Confidentiality

All reports of a suspected inappropriate activity or relationship will be kept strictly confidential to the fullest extent practicable. Only those with a “need to know” shall have access to the report and investigation documents. Every effort will be made by the District to protect the anonymity of the reporting person, but it cannot always be guaranteed.

This policy shall not abrogate other District policies and remain consistent with appropriate collective bargaining agreements. It is the intent of the District for all of its policies to be read and interpreted in a consistent manner in order to provide the highest level of protection and safety for staff and students in the provision of educational services and opportunities.

<i>Adopted</i>	<i>8/23/2018</i>
<i>Legal Reference</i>	
Policy Cross Reference	

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Assignment and Transfer*

A. Assignments

The Superintendent, upon recommendation of the building principals, shall assign employees to specific positions within the school department that are compatible with their training and competency. The assignment of teachers shall take into consideration the teacher's areas of certification.

B. Transfers

The Superintendent may transfer an employee to another position in the school department without an increase in pay. Because frequent transfers of employees is disruptive, most transfers of personnel shall be planned prior to the beginning of the school year.

The Superintendent may transfer employees during the school year if the transfer is in the best interest of the students and/or the school department.

*See Negotiated Agreements.

Adopted: October 12, 1978
Revised: February 7, 2002

PERSONNEL

8-14.1
P

8-14.1

Suspension

A. Certificated Personnel*

The Superintendent may suspend an employee without pay for a period not to exceed five (5) days for unbecoming conduct, for violation of the policies and regulations of the Stoneham School Department or for other cause that the Superintendent or the Principal deems adequate.

The employee shall be afforded due process of law as provided by the Massachusetts General Laws.

B. Classified Personnel

Classified employees may be suspended without pay for insubordination, for violation of policies and regulations of the school department or for other cause that the Superintendent or the Principal deems adequate.

A suspended teacher or other employee may seek review of the suspension by following the arbitration procedures set forth in M.G.L., section 42.

*See: Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec 42D. ***Suspension of district employees.***

Adopted: ***October 12, 1978***

Revised: ***February 7, 2002***

PERSONNEL

8-15
P

8-15

Probation and Dismissal*

A. **Probation**

The Superintendent or Principal at the building where employed may place an employee on a definite period of probation for violation of the policies and regulations of the school department or for other just cause. Probation shall be for a definite period of time. The employee shall lose no pay but shall be supervised closely during this period, and an evaluation of the employee's work shall be made at the end of the probationary period. Probation shall be a reprimand and shall be so noted in the employee's personnel record.

B. **Dismissal**

The administration shall make efforts to assist personnel new to the school department to adjust to their positions and to perform their duties satisfactorily.

*See: Negotiated Agreements.

*See: Chapter 71, Section 42

Adopted: October 12, 1978
Revised: February 7, 2002

PERSONNEL

8-17
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8-17

Resignation *

Employees whose resignations are accepted by the Superintendent and are noted as "resignation accepted with prejudice" may not be considered for re-employment by the School Committee.

Employees may resign "without prejudice" by submitting a written statement of their intention to resign in ample time to permit the Superintendent to employ a replacement or to secure a substitute.

The resignation of personnel employed under civil service regulations shall be handled in accordance with those regulations.

*See Negotiated Agreements.

Adopted: October 12, 1978

Reviewed: February 7, 2002

PERSONNEL

8-19
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8-19

Evaluation*

A. Certificated Personnel

The Administration shall regularly evaluate certificated personnel and shall provide a written evaluation for each certificated employee. The purposes of this evaluation shall be the following: to assist the employees in improving the discharge of their duties; to help them recognize the extent to which they are attaining professional and departmental goals; and to improve the instructional program.

Evaluation shall be a continuous process based upon cooperation, trust and the achievement of predetermined objectives. The evaluation shall be a basis for the principal's recommendations to the Superintendent for continuation of employment.

B. Classified Personnel

The Superintendent shall oversee an evaluation program for classified personnel. The primary purpose of this program shall be to assist the employees in improving their job performance. The evaluation shall be a basis for the principal's recommendations to the Superintendent for continuation of employment.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: February 7, 2002

PERSONNEL

8-20
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8-20

Paraprofessionals*

The term "paraprofessionals" (teacher aides, media specialist, etc.) refers to classified employees who perform a function in the instructional program. The responsibility of the paraprofessional is to assist certificated personnel. A certificated staff member or an administrator must supervise all assigned duties performed by paraprofessionals.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec. 38.

Employment of teachers and aides.

Adopted: October 12, 1978

Reviewed: January 24, 2002

PERSONNEL

8-21
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8-21

Substitute Teachers

A. Generally

The Superintendent may employ temporary substitute teachers as may be required. Temporary substitute teachers shall hold a baccalaureate degree from an accredited institution of higher learning and shall be certified and be at least 21 years of age, unless such circumstances arise wherein it becomes apparent that a substitute teacher is not reasonably available with such qualifications. The only exception to these circumstances is the Superintendent may employ a substitute teacher who is:

- at least 21 years of age and is employed by the temporary employment agency contracted by Stoneham Public Schools to procure substitute teachers

B. Continuous Service

The School Committee shall increase the per diem compensation of a substitute teacher employed on a continuing basis.

Legal Reference:

M.G.L., ch. 71, Sec. 38G. Certification ...

Adopted: October 12, 1978
Revised: September 17, 2001
Reviewed: January 24, 2002

(Policy waived for 2021-2022 school year K-8 due to shortage of qualified candidates (COVID) – 10/7/21
(Policy waiver extended for 2022-2023 school year K-8 due to shortage of qualified candidates) – 2/9/23
(Policy waiver extended for 2023-2024 school year K-8 due to shortage of qualified candidates) – 2/27/24

PERSONNEL

8-22
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8-22

Summer School and Adult Education Teachers*

A. **Qualifications**

The minimum qualifications for summer school teachers shall be the same as those required for teachers for the regular session.

Adult education teachers shall be selected on the basis of their skills and the requirements of the course.

B. **Teaching Assignment**

The Superintendent shall be responsible for assigning summer school and adult education teachers.

C. **Compensation**

Teachers employed in the summer school and adult education programs shall be paid at a rate approved by the School Committee.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-25
P

8-25

Student Teachers*

The Superintendent shall cooperate with approved institutions of higher learning, with which it has an agreement, for the purpose of providing student teachers with teaching experience. The Superintendent is authorized to arrange for the placement, training and supervision of student teachers accepted from these institutions.

*See Negotiated Agreements.

Adopted: October 12, 1978
Revised: February 7, 2002

8-29

Professional Growth*

A. Generally

The professional growth and development of the staff are major factors in attracting and maintaining effective personnel. Employees of the school department shall be provided with a variety of opportunities to increase their competence beyond that which they attain through the performance of their assigned duties.

The School Committee supports the concept that a limited number of growth experiences must be rewarded in terms of increment credit and/or other means of remuneration.

B. Opportunities for Professional Development*

The Superintendent shall provide the staff with opportunities such as the following:

1. Released time and leaves of absence for travel and for study.
2. Visits to other classrooms and other schools.
3. Conferences involving other personnel from the area, county, state, region or nation.
4. Membership on committees drawing personnel from areas outlined in item 3 above.
5. Training in classes and workshops offered within the system.
6. Further training in institutions of higher learning.

The School Committee will reimburse personnel for tuition under regulations of the Superintendent.

C. Course Credit Vouchers*

Course credits may be available at colleges and universities sending and/or participating with the Stoneham Public Schools in the training of teachers. Prior to enrollment in courses, teachers may be granted access to these vouchers through the Superintendent's office.

8-29 (page 2)

D. Increment Credits for Growth

Increment credit may be given teachers for activities determined by the School Committee to assist in the personal and professional growth of the professional staff member.

The Superintendent or his/her designee may grant a leave without pay to certificated personnel. However, the employee shall receive the normal annual salary increment for the period of time the employee is on leave.

The following activities are guidelines as to acceptable plans:

1. Extended travel.
2. Curriculum revision in lieu of pay.
3. Writing published articles.
4. Workshops.
5. On-the-job experience.
6. Teaching in an in-service program..
7. Studying in a voluntary and non-required in-service program.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec. 38I.

Fees for courses; reimbursement to teachers.

Adopted: October 12, 1978

Revised: February 7, 2002

PERSONNEL

8-30
P

8-30

Conventions and Meetings

The Superintendent may approve the attendance of employees at conventions and meetings at which the employee may gain job related knowledge and skills. Reasonable reimbursement for food, travel, lodging and enrollment fees shall be forthcoming from the School Committee.

Procedures

All out-of-state expenses and/or expenses requiring overnight accommodations to conventions, meetings, conferences and institutes must receive prior approval by an action of the Superintendent or his/her designee

Adopted: October 12, 1978

Revised: April 4, 1984

Revised: February 7, 2002

PERSONNEL

8-32
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8-32

Tutoring

Employees may not charge a fee for outside tutoring of students who attend their classes during the school day. These students may be tutored on school premises during the hours that the schools are open if no fee is charged the student.

The tutoring of students on school premises and for a fee approved by the School Committee may be permitted if the instruction is part of an approved school program.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-33
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8-33

Non-School Employment

Employees may not take advantage of their positions in the school department to promote or sell for personal profit educational aids, goods or services to students enrolled in the school, classes or under their supervision.

No employee of the committee will engage in or have financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his duties and responsibilities in the school system. Nor will any member of the staff engage in any type of private business during school time or on school property.

Reference: MASC policy book GBEA/GBEC

Cross reference MGL-268-2a Compensation/ Special Municipal Employee

Approved: October 12, 1978
Revised: August 23 2001
Reviewed: January 24, 2002

PERSONNEL

8-34
P

8-34

Work Loads*

*See Negotiated Agreements.

PERSONNEL

8-37
P

8-37

Faculty Meetings*

Attendance at faculty meetings and other meetings called by the administrative staff is a duty and shall be regarded as a part of the working day of employees. Attendance at these meetings shall be mandatory unless the employee is specifically excused by the person calling the meeting.

Faculty meetings shall be reasonable in both frequency and length.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-38
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8-38

Planning Periods*

*See Negotiated Agreements.

PERSONNEL

8-40
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8-40

Salary Guides*

A. Licensed Personnel

The School Committee shall determine salary schedules for licensed personnel. Placement of an employee on the salary schedule shall be based upon the education and number of years of current and relevant experience in education in an acceptable position.

B. Classified Personnel

The School Committee shall determine salary schedules for classified personnel. Consideration shall be given to the type of work required, the amount of training of the employee, experience and the hours of employment.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec. 40.

M.G.L., ch. 71, sec. 43.

Salaries of teachers; equality of females.

Reduction of salaries; conditions.

Adopted: October 12, 1978

Revised: February 7, 2002

PERSONNEL

8-40.1
P

8-40.1

Overtime and Extra Pay for Extra Duty*

A. Certificated Personnel

Certificated employees may be paid a supplemental amount approved by the School Committee. Supplemental contracts may be issued to employees for performing specific assignments falling outside the normal school day. The amount of supplemental pay shall be based upon the extra time required of the employee and the responsibilities involved.

B. Classified Personnel*

Classified personnel who are required to work beyond the agreed upon hours may be paid overtime or may be given compensatory time.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-41
P

8-41

Salary Schedules*

Salary schedules approved by the School Committee shall be the basis upon which employees receive payment for their services.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-42
P

8-42

Pay Schedules*

Pay schedules that are consistent with the practices used in paying town employees and that are acceptable to the employees shall be followed.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

PERSONNEL

8-43
P

8-43

Payroll Deductions*

Payroll deductions that are required by law shall be withheld from the employee's paycheck.

Other deductions permitted by law and authorized in writing by the employee may be withheld from the employee's paycheck.

Payroll deductions approved by the School Committee and authorized in writing by the employee may be withheld from the employee's paycheck.

*See: Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec. 37B.

M.G.L., ch. 180, sec. 17A--17G.

Annuities for employees.

Payroll deductions.

Adopted: October 12, 1978

Reviewed: January 24, 2002

PERSONNEL

8-44
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8-44

Insurance*

A. Workmen's Compensation Insurance

All school employees shall be covered by workmen's compensation for accidents occurring in the course of duty.

B. Insurance Plans

Eligibility for insurance plans shall be established by state regulations.

1. Life Insurance

Employees may participate in a term life insurance plan by paying a supplement to the sum paid by the town. The share of the payment made by the town shall not exceed the maximum percentage permitted by the town meeting enactment.

2. Health Insurance

Employees may participate in health insurance programs offered by the Town of Stoneham by paying a supplement to the sum paid by the Town. The Town's share shall be the maximum percentage of the premium permitted by the town meeting enactment.

*See Negotiated Agreements.

Adopted: October 12, 1978
Revised: February 12, 1987
Reviewed: January 24, 2002
Revised: January 28, 2010

PERSONNEL

8-45
P

8-45

Travel Expenses*

Employees traveling with the approval of the Superintendent on official school business and/or for certain types of professional improvement shall have reasonable expenses reimbursed to them following the submission of acceptable receipts and reports to the business office.

*See Negotiated Agreements.

Adopted: October 12, 1978
Reviewed: January 24, 2002

8-47

Compensation of School Principals

A. Generally

Pursuant to Massachusetts General Laws Chapter 71, Section 59B, the School Committee has voted the following compensation policies for its school principals.

B. Compensation Policies for Principals

On or before May 15th, the School Committee will provide the Superintendent of Schools with a maximum amount of money to negotiate annual salaries and other compensations contained in individual contractual agreements covering a period of up to three (3) years with non-represented principals.

In addition, Principals will receive additional stipends for an attainment of graduate course degrees and additional credits from certified Colleges and Universities.

Principals must receive the prior approval of the Superintendent for said graduate courses to be eligible for additional compensation.

1. Masters plus thirty (30) graduate credits 2.5 percent above base.
2. Masters plus sixty (60) or attainment of a C.A.G.S. additional 2.5 percent above base.
3. Doctorate degree additional 1.5 percent above base.

Non-salary compensation (e.g., paid leave, insurance, etc.) shall in general not be greater than that prevailing in school year 2001-2002 or as subsequently may be applicable to other school department professional employees. However, the Superintendent has the discretion to make changes in administration of these benefits or offset increases in some benefits by reductions in others as he may deem appropriate, provided that the net effect of such changes is not likely to be any substantial increased cost. The Superintendent will inform the School Committee of any such contemplated changes prior to implementing them or contracting with any Principal for any such implementation.

PERSONNEL

8-47
P

8-47 (page 2)

Compensation of School Principals (cont.)

The preceding compensation policies are predicated upon there being no change in the work year of any Principal position or other major change in any of the terms and conditions of employment of any Principal position from that prevailing in school year 2001-2002. If the Superintendent contemplates any such work year change or other major change in the terms and conditions of employment of a Principal, he shall so advise the School Committee prior to any implementation or contracting for implementation.

Legal Reference:

M.G.L., ch 71, sec, 59B

Employment of Principals

Adopted: January 13, 1994

Revised: February 7, 2002

8-48

Compensation of Non-Represented Central Office Administrators

A. **Generally**

Pursuant to Massachusetts General Laws Chapter 71, Section 41, the School Committee has voted the following compensation policies for non-represented Central Office Administrators, including the Assistant Superintendent, Administrator of School Operations, School Business Administrator and Administrator of Pupil Personnel.

On or before May 15th the School Committee will provide the Superintendent of Schools with a maximum amount of money to negotiate annual salaries and other related compensation conditions with non-represented Central Office Administrators

Non-salary compensation (e.g., paid leave, insurance, etc.) shall in general not be greater than that prevailing in school year 2001-2002 or as subsequently may be applicable to other school department professional employees. However, the Superintendent has the discretion to make changes in administration of these benefits or offset increases in some benefits by reductions in others as he may deem appropriate, provided that the net effect of such changes is not likely to be any substantial increased cost. The Superintendent will inform the School Committee of any such contemplated changes prior to implementing them or contracting with the Central Office Administrator for any such implementation.

The preceding compensation policies are predicated upon there being no change in the work year of any Central Office Administrator position or other major change in any of the terms and conditions of employment of any Central Office Administrator position from that prevailing in school year 2001-2002. If the Superintendent contemplates any such work year change or other major change in the terms and conditions of employment of a Central Office Administrator, he shall so advise the School Committee prior to any implementation or contracting for implementation.

Legal Reference:

M.G.L., ch 71. sec. 41 Contract for Certain Administrators

Adopted: January 13, 1994

Revised: February 7, 2002

8-49

Compensation of Substitutes for Certified Positions

A. Generally

Principals will determine the need for substitute certified staff based on budget guidelines and the safety and educational needs of students. Substitute administrators will require authorization by the Superintendent.

B. Compensation Policies

Compensation for substitutes shall be reported annually in the budget book and shall be subject to approval of the School Committee.

Adopted: August 11, 1994
Reviewed: January 24, 2002
Revised: January 28, 2010

PERSONNEL

8-49.1
P

8-49.1

Compensation of Substitutes For Certain Classified Positions

A. **Definition**

Classified positions are as follows: cafeteria worker, custodian, maintenance craftsman, secretary, and teaching assistant.

B. **Generally**

Substitutes for classified positions are not routinely arranged except with the approval of the Superintendent or his/her designee.

C. **Compensation Policies**

Substitutes will be paid the per diem rate of step one in the relevant employee contract in force at the time. The Superintendent will have the discretion to set a higher rate in the event of longterm situations.

Adopted: October 3, 1994
Reviewed: January 24, 2002

PERSONNEL

8-49.2
P

8-49.2

Compensation for Certain Assignments Related to the Instruction of Students and Adults, the Revision of Curricula, and the Training of Staff

A. **Generally**

The School Department shall provide programs to meet the needs of students and some adult learners, maintain up-to-date and appropriate curricula, and continual staff training.

B. **Compensation Policies**

Compensation for tutors shall be determined by the Director of Pupil Personnel Services and the Superintendent based on the academic and/or medical needs of the students.

Stipends for grant-funded activities shall be based upon guidelines established in the grant request for proposals.

Compensation for budget-funded activities shall be reported annually in the budget book and shall be subject to approval of the School Committee.

Adopted: October 3, 1994
Revised: February 7, 2002
Revised: January 28, 2010

PERSONNEL

8-49.3
P

8-49.3

School Department Vacation Liability

The Stoneham School Committee recognizes the importance of vacation day benefits for its 12-month employees and supports the use of earned vacation days by its 12-month employees as made available and described in individual and represented employee contracts.

The School Committee further supports the need for vacation day benefits to be managed by the Superintendent so that employees access their available annual vacation day benefits in a manner that serves the need of the employees and the Stoneham School Department.

Effective with the 1999-2000 school year, the Stoneham School Committee eliminates the practice of allowing the Superintendent of Schools to approve 12-month employees accumulating a balance of unused vacation days that exceed the limits set forth in each employee's contract.

Adopted: November 16, 2000

Reviewed: January 24, 2002

Revised: January 28, 2010

8-50

Leaves and Absences STA

A. Generally

The areas usually covered under leaves and absences, except as noted in section B. of this policy, are located in the negotiated agreements between the employee associations and the School Committee. See the appendix of this manual for a copy of the negotiated agreements.

B. Paid Absence for Personal Reasons

Staff members covered by the contract between the School Committee and the Stoneham Teachers Association shall be allowed two days of leave with pay annually for the reasons listed below with the understanding that every effort has been made to schedule such obligations during the nonschool days or after the teacher work day. Such requests must be completed on a standard form and prior to the requested leave day except in circumstances which do not permit this notice. In such cases, the employee may contact the Superintendent by telephone and complete the form thereafter. This day will be deducted from the fifteen (15) days of paid leave. Such leave days with pay will not be allowed on days immediately before or after school vacation periods.

1. Personal business related to court obligations, mortgage obligations, mortgage closing, bank transactions, or adoption of a child.
2. Attendance at commencement exercises of the employee or the employee's immediate family. Immediate family is defined as spouse, father, mother, children, foster children, and other members of the household.
3. Ordination or entrance to a religious order by a member of the employee's immediate family.
4. Birth of a child (paid leave for husband).
5. Marriage of employee.
6. Weddings of immediate family members.
7. Unforeseen immediate family emergencies, such as flooding, fire, or heat failures which require the presence or actions of the employee

Legal Reference:

M.G.L., ch. 33, & 59.

M.G.L., ch, 149 & 105D.

M.G.L., ch. 71 & 41.

Military Leave

Maternity Leave

Leaves of Absences

Adopted: October 13, 1988

Reviewed: January 24, 2002

8-51

Leaves and Absences for Secretaries

A. Generally

The areas usually covered under leaves and absences, except as noted in section B. of this policy, are located in the negotiated agreements between the employee association and the School Committee. See the appendix of this manual for a copy of the negotiated agreements.

B. Paid Absence for Personal Reasons

Staff members covered by the contract between the School Committee and the Stoneham Secretaries Association shall be allowed two days of leave with pay annually for the reasons listed below with the understanding that every effort has been made to schedule such obligations during the nonschool days or after the secretary work day. Such requests must be completed on a standard form and prior to the requested leave day except in circumstances which do not permit this notice. In such cases, the employee may contact the Superintendent by telephone and complete the form thereafter. This day will be deducted from the fifteen days of paid leave. Such leave days with pay will not be allowed on days immediately before or after vacation periods.

1. Personal business related to court obligations, mortgage obligations, mortgage closing, bank transactions, or adoption of a child.
2. Attendance at commencement exercises of the employee or the employee's immediate family. Immediate family is defined as spouse, father, mother, children, foster children, and other members of the household.
3. Ordination or entrance to a religious order by a member of the employee's immediate family.
4. Birth of a child (paid leave for husband)
5. Marriage of employee.
6. Weddings of immediate family members.
7. Unforeseen immediate family emergencies, such as flooding, fire, or heat failures which require the presence or actions of the employee.

Legal Reference

M.G.L., ch. 33, & 59,
M.G.L., ch, 149 & 105D,
M.G.L., ch. 71 & 41A,

Military Leave
Maternity Leave
Leaves of Absences

Adopted: *January 10, 1991*

Reviewed: *January 24, 2002*

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9-0

STUDENTS

9-0 Digital Recording/Videotaping/Photography Policy

Introduction

Stoneham Public Schools Spartan EDTV (Channel 10 Comcast, Channel 13 RCN, Channel 35 Verizon) are the school district's educational access channels. EDTV online at www.stonehamschools.net is Stoneham Public Schools online streaming video resource. They are used as teaching and learning tools, as well as a means of informing the entire Stoneham community and beyond, of school events.

Policy

All recording, video taping and photographing, including digital photography, by any means, including but not limited to cell phone, involving students will be related to classroom and/or extra curricular activities and other instructional support services. No video recording or photographing, including digital photography, will be used for commercial purposes and no student will be included without the written consent of the parent/guardian. Parents will be required to sign a release form on an annual basis. Exceptions to this policy are large public events, such as athletic events, Carnival Ball, graduation, etc.

All routine classroom video recording and photographing, including digital photography, of student activities produced by students or school personnel may not occur, or be reproduced, or made available outside of the school for any purpose without express prior authorization of the building principal. Parents will be notified in advance whenever non-routine projects involving video recording and photographing, including digital photography, of students is planned.

Adopted: March 9, 2006

Revised: September 13, 2007

Stoneham Public Schools

PARENTAL RELEASE FORM

(Student Name)

(School)

PRIOR TO ALLOWING YOUR CHILD TO BE RECORDED, VIDEOTAPED OR PHOTOGRAPHED IN ANY PUBLIC SCHOOL ACTIVITIES, THIS FORM MUST BE SIGNED AND RETURNED.

I give my permission for my child to be included in school related recording, videotaping and photographing, including digital photography, of school activities. All recording/videotaping/photography will be related to classroom and/or extracurricular programs, activities and other school functions. Video programs may be edited and broadcast to the community on cable television on Stoneham's Educational Access Channels 10, 13, 35 or on EDTV online at www.stonehamschools.net

I understand that all videotaping and/or photographing, including digital photography, done by the school system will be utilized for educational enrichment, or community information purposes, and will not be commercially aired or distributed. I understand that no confidential, registry, or student records information about my child will be released in recorded, video or photographic form.

It is also understood teachers and other school personnel may edit and prepare video productions using school and/or personal video and computer equipment, at school and at home.

I acknowledge that I have read this Recording/Videotape/ Photography Authorization document and agree to its terms.

I acknowledge that I have read this Recording/Videotape/Photography Authorization document and do not agree to allow my student to be recorded, videotaped or photographed.

Parent or Guardian:

NAME (Please Print) _____ DATE _____

SIGNATURE _____

Adopted: March 9, 2006

Revised: September 13, 2007

PERSONNEL/STUDENTS

Acceptable Use Policy

The Stoneham Public School system provides technology, internet and network access to students, parents and staff to support educational excellence and enhance our curriculum. Use of school computers and online access is a privilege provided to students and staff.

Information sent and received using the Stoneham Public Schools network, and all hardware/software provided or installed by the Stoneham Public Schools, is considered the property of the Stoneham Public Schools and is subject to review at the discretion of school administration. A user is deemed to access and use the school department network through any electronic activity conducted on the system using any device (whether or not such device is school-provided) regardless of the user's physical location.

Users have no right to privacy while using the network. The school department monitors users' online activities and reserves the right to access, review, copy, store or delete electronic communications or files. This includes any items stored on school-provided devices, such as files, e-mails, cookies and internet history. The school department reserves the right to disclose any electronic activity, including electronic communications, to law enforcement officials or third parties, as appropriate and consistent with applicable law. The school department will fully cooperate with local, state (including DESE), or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the department's network.

In the event that a review shows improper use, appropriate action will be taken with the individual(s) in accordance with school disciplinary policy, copyright law and/or federal and state law. Improper use includes but is not limited to:

- Causing damage to computer technology equipment
- Altering computers or network equipment configurations
- Loading personal non-school purchased software onto a computer
- Hacking into other's folders or work files on a password protected server
- Using printer material for non-school business
- Use of computers and internet unrelated to intended educational use
- Downloading files for personal use, unrelated to proper educational use
- Use of school technology for personal gain or commercial use
- Use of computers for spam, advertising or political use
- Non-educational chat room or instant messaging use
- Use of an online computer to transmit, receive or display pornography; racially offensive or harassing messages; profanity; sexually explicit material; or threatening, defamatory, or other improper, socially unacceptable files
- Downloading or transmitting materials in violation of State, Federal and Copyright law

8-0-1 and 9-0-1 (page 2)

In accordance with the Children's Internet Protection Act (CIPA), the department blocks or filters content over the network that the department considers inappropriate for minors. This includes pornography, obscene material, and other material that may be harmful to minors. The department may also block or filter other content deemed to be inappropriate, lacking educational or work-related content, or pose a threat to the network. The department may, in its discretion, disable such filtering for certain users for bona-fide research or other lawful or business purposes. Users shall not use any website application or methods to bypass this filtering of the network.

The department will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. Students should not reveal personal information about themselves or other students and should promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable. Parents should also monitor their children's use of the internet when the school network is accessed from home or a non-school location.

Periodically, the Stoneham Public Schools will make determinations of whether new uses of technology remain consistent with this acceptable use practice.

The district shall educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and about cyberbullying awareness and response.

Adopted: March 9, 2006

Revised: July 2012

Revised: August 29, 2013

Guest WiFi Wireless Networking Acceptable Use Policy

We are offering this guest WiFi wireless Internet service (the "Service") according to this Guest WiFi Wireless Networking Acceptable Use Policy (the "Policy") as a free, non-public service to its visitors for the duration of their official visits. All users of this Service must agree to the terms of this Policy by clicking the ACCEPT button below. We do not guarantee the Service or specific rates of speed. We may cooperate with legal authorities and/or third parties in the investigation of any suspected or alleged crime or civil wrong. Violations of this Policy may result in the suspension or termination of access to the Service or other resources, or other actions as detailed below.

Responsibilities of Service Users:

Users are responsible for ensuring they are running up-to-date anti-virus software on their wireless devices. Users must be aware that, as they connect their devices to the Internet through the Service, they expose their devices to: worms, viruses, Trojan horses, denial-of-service attacks, intrusions, packet-sniffing, and other abuses by third-parties. Users must respect all copyrights. Downloading or sharing copyrighted materials is strictly prohibited. The running of programs, services, systems, processes, or servers by a single user or group of users that may substantially degrade network performance or accessibility will not be allowed. Electronic chain letters and mail bombs are prohibited. Connecting to "Peer to Peer" file sharing networks or downloading large files, such as CD ISO images, is also prohibited. Accessing another person's computer, computer account, files, or data without permission is prohibited. Attempting to circumvent or subvert system or network security measures is prohibited. Creating or running programs that are designed to identify security loopholes, to decrypt intentionally secured data, or to gain unauthorized access to any system is prohibited. Using any means to decode or otherwise obtain restricted passwords or access control information is prohibited. Forging the identity of a user or machine in an electronic communication is prohibited. We highly discourage users from conducting confidential transactions (such as online banking, credit card transactions, etc.) over any wireless network, including this Service. Users are responsible for the security of their own devices.

Limitations of Wireless Network Access:

We are not liable for any damage, undesired resource usage, or detrimental effects that may occur to a user's device and/or software while the user's device is attached to the Service. The user is responsible for any actions taken from his or her device, whether intentional or unintentional, that damage or otherwise affect other devices or users of the Service. The user hereby releases the SPS from liability for any loss, damage, security infringement, or injury which the user may sustain as a result of being allowed access to the Service. The user agrees to be solely responsible for any such loss, infringement, damage, or injury.

Terms of Service:

By clicking the accept button, below, the user agrees to comply with and to be legally bound by the terms of this Policy. If this Policy or any terms of the Service are unacceptable or become unacceptable to the user, the user's only right shall be to terminate his or her use of the Service.

9-0.2 (page 2)

Lawful Use:

The Service may only be used for lawful purposes and in a manner which we believe to be consistent with the rights of other users. The Service shall not be used in a manner which would violate any law or infringe any copyright, trademark, trade secret, right of publicity, privacy right, or any other right of any person or entity. The Service shall not be used for the purpose of accessing, transmitting, or storing material which is considered obscene, libelous or defamatory. Illegal acts may subject users to prosecution by local, state, federal, or international authorities. We may bring legal action to enjoin violations of this Policy and/or to collect damages, if any, caused by violations.

The user specifically agrees to the following conditions:

The user will use the Service only as permitted by applicable local, state, federal, and International laws. The user will refrain from any actions that we consider to be negligent or malicious. The user will not send email containing viruses or other malicious or damaging software. The user will not access web sites which contain material that is grossly offensive to us, including clear expressions of bigotry, racism, or hatred. The user will not access web sites which contain material that defames, abuses, or threatens others.

Changes to Service:

We reserve the right to change the Service offered, the features of the Service offered, the terms of this Policy, or its system without notice to the user.

By clicking the ACCEPT button at the bottom of this page, you acknowledge that you understand and agree to this Policy.

Feel free to contact the SPS IT Department for any questions.

First Reading: March 3, 2022

Second Reading: March 17, 2022

Adopted: March 17, 2022

Legal Reference:

Policy Cross Reference:

STUDENTS

9-1
P

9-1

Extent of School Authority

Students are considered to be under the authority of the Superintendent of Schools while they are going to and from school and may be held accountable for their actions during these times. The Superintendent's authority shall extend to field trips, athletic trips and any time when the student is acting as a part or as a representative of the student body of the school department.

Adopted: October 12, 1978
Revised: February 7, 2002

STUDENTS

9-2
P

9-2

Rights and Responsibilities of Students

A. Generally

Through its employees, the School Committee shall recognize all legal rights of students and shall afford the students procedures whereby students may call any violation of these rights to the attention of the School Committee.

B. Rights

In addition to rights guaranteed to students under the law and the policies of the School Committee, a student has the right to be treated as an individual and with the same courtesy and understanding that would be accorded any citizen. A student's rights shall not be permitted to infringe upon the rights of the School Committee, its employees or other students.

Administrators in each school shall publish and clarify the school rules and shall establish procedures for evaluating and modifying the school rules with the advice of the students.

C. Responsibilities

The basic responsibility of the students shall be to conduct themselves in accordance with the law and with policies and regulations of the school department. Furthermore, students should act in a respectful manner toward employees of the School Committee who are charged with implementing the laws, policies and regulations governing the school department.

Students are to obtain an education to the best of their ability. They have the responsibility to make maximum use of the facilities and educational opportunities made available to them through the school department.

Adopted: **October 12, 1978**
Reviewed: **January 24, 2002**

STUDENTS

9-3
P

9-3

Lines of Communication

Within each school, avenues of communications shall be open to students in order that they may discuss with the administration and faculty conditions affecting the students' welfare, substantive school issues, curriculum evaluation and instructional planning. The Superintendent shall establish a simple procedure and lines of communication reaching to the school committee.

Adopted: October 12, 1978
Reviewed: January 24, 2002

STUDENTS

9-4
P

9-4

Complaints and Appeals by Students

A student shall be afforded a procedure for the handling of a complaint by the student regarding the following:

- A. conditions in the school that affect the student;

- B. a circumstance or punishment that is imposed upon the student by a teacher or administrator and that the student believes is a violation or misinterpretation of a policy or regulation. A complaint by a student shall be in writing and shall be directed to the school employee who instituted the action or who is responsible for the area wherein the complaint was founded.

Students shall have a line of appeal of decisions affecting the complaint. The line of appeal shall extend to the School Committee. The School Committee shall not hear appeals that pertain to matters specified in MGL Chapter 71, Sections 37H and 37H ½.

Legal Reference: MGL Chapter 71, Sections 37H and 37H ½. (See Section 9 Addendum A)

Adopted: October 12, 1978
Reviewed: January 24, 2002
Revised: September 25, 2008

STUDENTS

9-5
P

9-5

Student Photographs

The School Committee approves the inclusion of a student's photograph as a part of the student's record. The Superintendent may permit a photographer to be engaged each year to take individual student photographs. The photographer may offer copies for sale to parents and students, but no person shall be required to purchase any photograph.

The Superintendent shall encourage vendors to compete for the school's business, and the vendor selected by the Superintendent shall be the one most likely to satisfy the needs of the School Department.

No employee of the School Department may participate as a vendor in this service, and employees may not profit from the sale of photographs to students and parents.

Adopted: October 12, 1978
Revised: October 1, 1981
Reviewed: January 24, 2002

STUDENTS

9-6
P

9-6

Students Directories

The School Committee does not allow the making public of directory information.

Legal Reference:

20 United States Code Annotated sec. 1232g (Supplement 1, February 1975)

Family Educational Rights and Privacy Act of 1974.

Adopted: October 12, 1978

Revised: February 7, 2002

STONEHAM INCLUSIVE SPORTS AND EXTRACURRICULAR PARTICIPATION POLICY

DEFINITIONS OF WORDS USED WITHIN THIS POLICY

The following definitions intend to create a common vocabulary, understanding that the administrators, school staff, volunteers, students and others who interact with students must be respectful of the ways in which individual people ask to be identified and in general employ the terms that students use to describe themselves.

1. Sexual orientation means a person's romantic or sexual attraction to people of the same sex, different sex or any sex. Transgender and gender expansive people may have any sexual orientation.
2. Gender identity is an individual's sincerely held core belief regarding their gender, whether that individual identifies as male, female, both, neither or in some other way (for example, students who identify in some other way such as nonbinary, queer, genderqueer or gender fluid).
3. Gender expression means an individual's external expression of their gender, through such means as clothing, hairstyling, accessories, voice, behavior and mannerisms.
4. Transgender is an umbrella term for people whose gender identity is different from that traditionally associated with their assigned sex at birth.
5. Gender expansive is an umbrella term used to describe people who expand notions of gender expression and identity beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive people identify with being either male or female, some identify as neither, and others identify as a mix of both. Gender-expansive people include those with transgender and nonbinary identities as well as those whose gender in some way is seen to be stretching society's notions of gender.

PHILOSOPHY OF GENDER IDENTITY PARTICIPATION

Stoneham Public Schools believes that interscholastic athletic and co-curricular participation, extracurricular and club activities are valuable to students' physical, intellectual, social, and/or character development and accordingly, we value inclusion. Guided by this value and in compliance with all applicable laws, our policy ensures that students can participate in athletics and co-curricular, extracurricular and club activities in a manner consistent with their gender identity.

POLICY REGARDING GENDER IDENTITY-BASED PARTICIPATION

All students shall have the opportunity to participate in Stoneham Public Schools athletics and/or co-curricular, extracurricular and club activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records and without prior medical or mental health care.

Eligibility to participate. A student has the right to participate in athletics and co-curricular, extracurricular and club activities in a manner consistent with the gender listed on their school records. A student whose gender identity is different than the gender listed on the student's registration records shall have the right to participate in a manner consistent with their gender identity. For students whose school records indicate "non-binary" the student has the right to

participate in sports team of either gender; however, pursuant to MIAA policy, students are not permitted to try out simultaneously for MIAA sports teams of both genders.

ADDITIONAL POLICIES FOR INCLUSION IN ATHLETICS

The Stoneham Public Schools endorse the following policies to ensure the full inclusion of students participating in Stoneham Public Schools' athletics.

1. **Changing Areas, Toilets, and Showers.** Student-athletes shall be able to use the locker room, shower, and toilet facilities consistent with the student's gender identity. Every student-athlete has the right to access a private enclosed changing area, shower, and toilet. No student-athlete shall be required to use separate facilities.
2. **Hotel Rooms.** Student-athletes shall be assigned to share hotel rooms based on their gender identity, with a recognition that any student who needs extra privacy should be accommodated whenever possible.
3. **Language: Affirmed Names and Pronouns.** A student may have a name and pronouns that are different from what may be indicated by the student's school records. Coaches, administrators, and officials shall use the student's affirmed name and pronouns and shall ensure that the student's name and pronouns are respected by others including teammates, opponents, fans, volunteers, announcers, etc.
4. **Dress codes and team uniforms.** All team members shall have access to uniforms that are appropriate for their sport and that they feel comfortable wearing provided it maintains compliance with MIAA and National Federation sport specific uniform regulations. No student shall be required to wear a gendered uniform that conflicts with the student's gender identity. Dress codes for athletic teams when traveling or during a game day at school shall be gender-neutral. (Instead of requiring a girls' or women's team to wear dresses or skirts, for example, ask that team members wear dresses or slacks that are clean, neat, well cared for and appropriately "dressy" for representing their school and team.)
5. **Competition at another School.** When discussing competitions and student expectations, decisions shall be made in consultation with the student and without violating a student's confidentiality or privacy. If requested by the student, school leaders, athletic directors, and coaches should communicate with their counterparts at other schools prior to competitions in which a transgender or gender expansive athlete is participating about expectations for treatment of student-athletes on and off the field, including to ensure access to appropriate changing, showering, or bathroom facilities, and to request the use of affirmed names and pronouns by coaches, opponents, officials, announcers, fans, and media.
6. **Training and Education.** The District shall provide culturally-competent training regarding this policy to all staff, including but not limited to athletic department staff and coaches, and to all student-athletes, including captains, on an annual basis as well as at the start of each athletic season for the student-athletes. This policy shall be distributed to all staff, students and parents and posted on the District's website.

First Reading	March 4, 2021
Second Reading	March 18, 2021
Adopted	March 18, 2021
Legal Reference	<p>An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011)</p> <p>MGL c. 76, § 5</p> <p>603 CMR 26.00</p> <p>603 CMR 23.00</p> <p>603 CMR 23.04</p> <p>603 CMR 23.01 and 23.07</p> <p>The federal Family Educational Rights and Privacy Act,</p> <p>20 USC 1232g</p>
Policy Cross Reference	<p>REFS: MIAA Policy 28.3 and Policy Clarification</p> <p>(http://www.miaa.net/gen/miaa_generated_bin/documents/basic_module/GenderIdentity!con.pdf)</p> <p>5-20</p> <p>6-21</p> <p>6-22</p> <p>8-9</p>

CHROMEBOOK POLICY

Technology Vision

Stoneham Public Schools is dedicated to using technology to enhance the teaching and learning environment of all members of the school community. Our community is an informed user base that effectively uses technology to both consume and create information, to collaborate and communicate in a variety of mediums and methods. Every student is prepared to master the current information landscape, to be productive, ethical workers in the global environment.

Why do we provide a 1:1 environment?

SPS students and educators will benefit from the digital learning tools by enhancing personalization of learning, increasing accessibility and offering blended learning experiences. Digital learning technologies can enable Stoneham students to grasp concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more readily. Having an environment that provides Stoneham students with 1:1 digital learning devices can assist teachers with an increase in instructional blended learning techniques and facilitating the widespread sharing of knowledge.

- **Personalization**

Digital learning offers an unprecedented ability to provide educational experiences that are specific to each students' learning needs. Teachers can also track their students' individual progress, identify specific areas of focus for each student with digital data, and present solutions that address their specific needs. Students thrive most in situations where educational experiences have been customized to their unique learning styles; digital learning will provide teachers with the tools and opportunity to offer individualized learning programs.

- **Accessibility**

By incorporating digital devices and connected learning, Stoneham classrooms not only connect to individuals within the class, but are able to collaborate with all classes and schools to share insights, boost learning, experience, and communication skills.

- **Blended Learning**

Blended learning opportunities incorporate both face-to-face and online learning opportunities. The degree to which online learning takes place, and the way it is integrated into the curriculum, can vary across Stoneham schools. The strategy of blending online learning with school-based instruction is often utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time conventional classroom instruction. Online learning has the potential to improve educational productivity by accelerating the rate of learning, taking advantage of learning time outside of school hours, reducing the cost of instructional materials, and better utilizing teacher time.

Receiving Your Chromebook

- **Distribution of Chromebooks**

Chromebooks will be issued to students in Grades K - 12. Grades K-2 will use their devices in school only. Students in grades 3-12 will be able to bring the devices home as needed. Parents will be notified of the distribution schedule. It is required for parents to sign-off on the SPS Chromebook Agreement before students are allowed to take their Chromebooks home.

- **Transfer/New Student Distribution**

All transfers, new students or students that miss the distribution in grades 3-12 will go to their school's technology office to receive their Chromebook. Both students and their parents/guardians must sign the Family Student Chromebook Agreement prior to picking up a Chromebook. Grade K-2 teachers will receive additional Chromebooks when a new student is added to the classroom.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the school's support technician as soon as possible so the problem can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their Chromebooks unattended except when locked in their locker.

- **General Precautions**

- No food or drink should be near the Chromebooks.
- Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- Chromebooks should not be exposed to extreme temperatures such as leaving it in a car for an extended period of time.
- Chromebooks should not be used with the power cord plugged in where the cord may be a tripping hazard.
- Heavy objects should never be placed on top of Chromebooks.
- Chromebooks should travel to and from school in a backpack.

- **Carrying Chromebooks**

- Always transport Chromebooks with care.
- Never lift Chromebooks by the screen.
- Never carry Chromebooks with the screen open.

- **Screen Care**

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, certain cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a Chromebook when it is closed.
- Do not store a Chromebook with the screen open.

- Do not place anything inside the protective case that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, papers etc).
- Only clean the screen with a soft, dry microfiber or anti-static cloth.
- **Inventory**
 - The Chromebook is property of the Stoneham Public Schools and provides information that allows us to determine the name of any student who uses the device as well as the specific individual the Chromebook is assigned to.
 - Any loss or damage to the Chromebook needs to be reported immediately to: helpdesk@stonehamschools.org.
 - Families may be responsible for the full replacement cost of a Chromebook.

Using Your Chromebook

Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher. Students may also purchase an additional charging cord to carry with them in their backpack. Extra power supplies can be found at a variety of online retailers as well as local stores.

- **Sound**
 - Headphones may be used at the discretion of the teachers.
 - Students should have their own personal set of headphones for sanitary reasons.
- **Printing**
 - Students will not be able to print from their chromebooks while at school. Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
 - Students may configure the Chromebook to print to a home printer if they own one. Settings for configuring a printer on a Chromebook can be found at: [Set up your printer - Chromebook Help](#).
- **Logging into a Chromebook**
 - Students will login to their Chromebooks using their school-issued Google account.
 - Students should never share their account passwords with others, including faculty and staff.
 - Only Stonehamschools.org Gmail accounts can be used to log into the Stoneham issued Chromebook.
- **Managing and Saving Your Digital Work With a Chromebook**
 - All student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices. The district will not be responsible for the loss of any student work.

- **If a student does not bring their Chromebook to school**
 - Two weeks after the implementation we will begin a process of loaning Chromebooks on a limited basis. At the school Help Desk, there may be a limited number of loaner Chromebooks available on an as-needed basis. It should be noted, however, that there is no guarantee that a loaner will be available.
 - Students who borrow a Chromebook for the day may not take it home. It should be returned to the technology or main office before the end of the day.
 - An additional loaner chromebook will not be issued until the original loaner chromebook is returned.
 - If a student forgets their Chromebook 3 times/quarter, the privilege of taking the Chromebook home may be denied for the remainder of the school year.

- **Chromebooks being repaired**
 - Loaner or replacement Chromebooks will be issued to students that require a repair to their Chromebook.
 - A student borrowing a Chromebook will be responsible for any damage to or loss of the loaned device as if it were their own.

- **Using Your Chromebook Outside of School**
 - Students in grades 3-12 will have the opportunity to take Chromebooks home. Students are encouraged to use their Chromebooks at home and other locations outside of school. A secure WiFi Internet connection will be required for the majority of Chromebook use, however, some applications can be used while not connected to the Internet. A secure WiFi connection will ensure greater student data privacy. Public WiFi access is not to be used. Students are bound by the Stoneham Public Schools Responsible Use Policy, and all other guidelines in this document wherever they use their Chromebooks.

Operating System and Security

Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the district.

- **Updates**
 - The Chromebook operating system, Chrome OS, updates itself automatically if the device is restarted regularly. Students will need to restart the device after an update to the Chromebook.
 - To ensure automatic updates, students should restart the Chromebook at least bi-weekly.

- **Virus Protection**
 - Chromebooks use the principle of “defense in depth” to provide multiple layers of protection against viruses and malware, including data encryption and verified boot.
 - There is no need for additional virus protection.

Content Filter

The Stoneham Public School District believes the use of computer networked services, email, and the Internet have become, if used appropriately, an integral part of an engaging, student-centered, and collaborative learning environment. It is understood all of our computer networked services are provided exclusively for educational purposes.

The Stoneham Public Schools filters all internet traffic for the purpose of safeguarding staff and students from harmful content. The Stoneham Public Schools also provides supervision and education related to appropriate online behavior, including interacting with other individuals on social networking websites, and regarding cyberbullying awareness and response. However, it is still the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using technology. The District encourages parents/guardians to supervise their child(ren) when using technologies at home.

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all internet activity monitored by the district. Chromebooks are filtered to support the district's acceptable use policy and to prevent, to the best of our ability, students from accessing harmful content.

SoftWare

- **G Suite for Education**

- Chromebooks seamlessly integrate with the Google Workspace for Education Platform of productivity and collaboration tools. This includes Google Classroom, Docs, Sheets, Slides, Drawings, Forms, Sites and more. All student work will be stored in the individuals' Drive and can be accessed from any computer with an Internet connection and most mobile Internet devices.

- **Chrome Web Apps and Extensions**

- Apps and extensions can be installed on the Chromebook. However, students can only download apps and extensions that have been pre-approved by the school district. Students will be blocked from downloading all other apps and extensions.

Chromebook Identification

- **Records**

- The district will maintain a log of all Chromebooks that includes the Chromebook serial number, name and ID number of the student assigned to the device.

- **Users**

- Each student will be assigned a designated Chromebook for a duration of time (3-4 years) during their time in the Stoneham Public Schools. It is our goal to provide the student with the same devices for the issued period..

Chromebook Protection Plan

The Stoneham Public School District offers families of students in grades 1-12 a Chromebook protection plan to insure the district-owned Chromebooks issued to students. The protection plan program protects each student's Chromebook against repair costs associated with damage. The optional protection plan is provided by the district purely as a convenience and is not required, but is highly recommended that parents take advantage of this opportunity. The optional protection plan costs \$20 and is payable [online](#), by cash, or check. Please make checks payable to "Stoneham Public Schools".

The deadline to register for the protection plan is October 1st of each school year. If a student enrolls in Stoneham Public Schools during the school year, the family will have 30 days from the enrollment date to purchase the Chromebook protection plan.

If the yearly Chromebook protection plan is purchased, the student is covered for damages to their Chromebook and charger.

Please note: The protection plan does not cover cosmetic damages (unless it interferes with the functionality of the Chromebook), lost / stolen chromebooks, or lost / stolen chargers.

Replacement costs for lost / stolen equipment are as follows:

- Lost / stolen Chromebook: \$225
- Lost / stolen Charger: \$25

If the chromebook protection plan is not purchased, the repair fees are shown below.

- Replace screen or broken hinge: up to \$100 (depending on make/model)
- Replace keyboard/touchpad: up to \$100 (depending on make/model)
- Replace charger: \$25
- Replace chromebook if it is lost, stolen, or damaged beyond repair: \$225

Building based principals will make the final decision in regards to family obligations for repair and/or replacement costs, and will be the point of contact for parents through the process.

Students that are deemed to be habitual offenders of chromebook damage, regardless of protection plan, may have a plan put in place to help lessen and/or prevent future damages.

If a student's enrollment is terminated from Stoneham Public Schools for any reason, this protection agreement becomes null and void on that date. There are no refunds once this agreement becomes active on the date the Chromebook is issued and payment is made.

This protection plan is reviewed annually.

Repairing/Replacing Your Chromebook

All Chromebooks in need of repair must be brought to the school support technician as soon as possible. The technician will analyze and fix the problems they can and escalate the issues they cannot fix to the District Technology Department.

Appropriate Uses and Digital Citizenship

School-issued Chromebooks should be used for educational purposes and students are to adhere to the Stoneham Public Schools Responsible Use Policy and all of its corresponding administrative procedures. While working in a digital and collaborative environment, students

should always conduct themselves as good digital citizens by adhering to the following responsible use guidelines.

- **Privacy Expectations**
 - School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally mandated guidelines.
- **On Campus Chromebook Use**
 - All devices on the school network go through a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites accessed by the end user. The filtering policies are a requirement of the Children’s Internet Protection Act (CIPA).
- **Off Campus Chromebook Use**
 - When Chromebooks are being used off school grounds devices will continue to be monitored and filtered with our security tools.
 - Chromebooks will be filtered for the purpose of preventing students from accessing harmful content in a similar way they are filtered on school grounds.

Returning Your Chromebook

Stoneham Public Schools will collect all Chromebooks in grades k-8 at the end of the school year and will be redistributed at the start of the next school year. Students in grades 9-11 will be allowed to keep their Chromebooks over summer break.

- **End of Year**
 - Turn in process will differ from school to school. Communication from school administration will be sent out a month before school ends.
 - Starting as soon as 10 days before the school year ends, the Chromebook collection process may begin.
 - If the Chromebook/supplied equipment is not turned in at the end of the year, excluding grades 9-11, the student will be charged the replacement fee. If the fee has not been paid the student will not be able to pick up a chromebook the following year. If they are a graduating senior their transcripts may be held.
- **Transferring/Withdrawing Students**
 - Students transferring out of or withdrawing from the district must turn in their Chromebooks, power supplies, and any other equipment issued with the Chromebook to the school on their last day of attendance.
 - Failure to turn in the Chromebook will result in the student being charged the full replacement cost. The fee must be paid before the students’ record will be released. There will also be a charge for any missing peripheral equipment such as the power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

First Reading: June 22, 2022

Adopted: July 21, 2022

Revised: June 22, 2023

STUDENTS

9-9-1
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9-9-1

BULLYING IN SCHOOLS

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Stoneham Public Schools will endeavor to maintain a learning and working environment free of bullying. The Stoneham School Committee and all of the Stoneham Public Schools shall not tolerate bullying.

Definition:

“Bullying” is 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 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.

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

A “perpetrator” is defined as a student or 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.

Bullying 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.

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

The school district shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

The school district 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 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 and shall apply to students and members 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.

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or

referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

The school district plan shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The school district shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

The school district shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook. The plan shall be posted on the website of each school district.

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school. A member of a school staff, including, but not limited to, an educator, administrator, school nurse, secretary, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

If an incident of bullying or retaliation involves individuals from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with

state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

MGL: Chapter 92 of the Acts of 2010

Adopted: September 9, 2010

Revised: December 2, 2010

Revised: September 26, 2013

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Fees

A. Generally

No fees shall be required for participation in courses or programs offered in the regular school day as part of the approved curricula for resident students.

B. Voluntary Fees

Voluntary fees may be requested of students in order to pay for the following: consumable items; membership in clubs or other school organizations; special transportation; or events where the student's presence is not mandatory.

C. Required fees

Fees may be set annually by the School Committee and required for participation in voluntary extracurricular academic and athletic programs. Provision will be made to waive such fees based on documentation of extreme financial hardship.

D. Damage to School Property and Equipment

Fees may be assessed for damages to school property or equipment.

Legal Reference

M.G.L., ch. 1. sec.47

***Athletic Programs; School Organization;
Regulation***

Adopted: October 12, 1978

Revised: July 12, 1990

Reviewed: January 24, 2002

Attendance Policy

Regular and punctual attendance is essential for success in school. The School Committee recognizes that parents/guardians of children attending our schools have rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with Chapter 76, Section 1 of the Massachusetts General Laws.

An **Excused Absence/Tardy** includes:

- Illness or injury covered by a physician's note or other medical professional
- Bereavement/family funeral
- Major religious observances
- Extraordinary family circumstances (excused at the discretion of the principal)

An **Unexcused Absence/Tardy** is not covered by the aforementioned definition. Please note: a parent phone call does not excuse your child's absence. In order for medical absences to be excused, please provide documentation in the form of a written physician note within five school days of the absence. Examples of **unexcused absences** include:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Family vacations
- Non-emergency family situations
- Undocumented absences

A **Tardy** to school will be defined as occurring anytime a student arrives late to school. If a student is tardy, a parent must accompany the student to the main office. Please note that when a student has been absent for **three (3) or more consecutive days**, parents must obtain a doctor's note and submit it to the school.

The following procedure will be used in situations of **unexcused absences and tardies**:

1. When a student has a total of five (5) unexcused days of non-attendance and/or 10 half day sessions within any six month period a school administrator will contact the parent/guardian to develop an action plan to improve attendance.
2. If a student continues to be absent without an appropriate excuse and the total of non-attendance days or tardies is seven (7) unexcused days of non-attendance and/or 10 half day sessions in any period of six months, a letter will be sent requesting the parent or guardian contact the school and schedule a meeting with the appropriate administrator. Such meeting would focus on the concerns associated with absences and provide clear warning that further non-attendance or tardiness could necessitate the filing of a **Failure to Cause School Attendance** with the Lowell District Court.

<i>First Reading</i>	<i>September 26th, 2019</i>
<i>Second Reading</i>	<i>October 10, 2019</i>
<i>Adopted</i>	<i>October 10, 2019</i>
<i>Legal Reference</i>	MGL 76:1, 76:5; 76:6; 76:15.
Policy Cross Reference	9-17.3 Nonresident Special Education Students 9-29 Non-Resident Enrollment 9-30, Homeless Students: Enrollment Rights And Services Student Handbooks <u>Nonresident Special Education Students</u>

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Admission Requirement

A. Generally

The minimum age of students entering kindergarten in the public schools is five years of age on or prior to August 31.

The minimum age of students entering first grade in the public schools is six years of age on or prior to August 31.

The only consideration for exception to this policy will be a student who moves into the district on or after December 1st and has attended kindergarten or first grade in a recognized school system since the beginning of the school year. Parents of such students may make application for early entrance at the Office of the Superintendent. An evaluation team consisting of at least two elementary principals, two kindergarten teachers and a school psychologist specializing in early childhood development shall be responsible for determining readiness for entrance and making a recommendation to the Superintendent. The decision of the Superintendent will be final.

Placement of early admission students will be made on a space available basis and not guaranteed to be in their neighborhood school. Parents will be responsible for transportation.

B. Residence

Students attending the Stoneham Public Schools must reside in the Town of Stoneham or may be admitted under other policies of the School Committee.

C. Medical Requirements

Students must meet the immunization requirements established by health authorities unless they can prove an exemption for medical or religious reasons.

D. Maximum Age

In addition to the above, a student will not be able to enroll if he/she has graduated from the twelfth grade or equivalent of any secondary school or has reached the age of 22. A student already enrolled, unless subject to any other federal or state regulation, will be unenrolled from school prior to the semester in which he/she will turn 22 unless it is determined that he/she will fulfill all graduation requirements during that subsequent semester.

Legal Reference:

M.G.L., Ch.76, Sec.15,

Vaccinations and immunizations

Adopted: October 12, 1978
Revised: February 15, 1990
Revised January 10, 1991
Revised: October 21, 1993
Revised: July 10, 1997
Revised: August 23, 2001
Reviewed: January 24, 2002
Revised: June 7, 2016

PUPIL ABSENCE NOTIFICATION PROGRAM

In accordance with Massachusetts General Laws, Chapter 76, students are required to be present in school in order to ensure continuity and consistency in the educational process and to prepare them for college and/or career.

School District Responsibility

Official school attendance records including absences, tardies and dismissals will be kept by the Main Office. Homeroom and class attendance will be recorded daily. Students with chronic school attendance problems will be identified as early in the quarter as possible. In accordance with Massachusetts General Law, Chapter 76, Section 1B, the school Principal or his/her designee will make a reasonable effort to meet with the parent or guardian of a student, or with students 18 years of age or older, who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent or guardian with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

Source	M.G.L. Chapter 76 Section 1B
First Reading	March 8, 2018
Second Reading	March 22, 2018
Adopted	March 22, 2018
Policy Cross Reference	9-16 9-20 9-45
Related Resources	SHS Student Handbook SCMS Student Handbook

STONEHAM REGISTRATION AND RESIDENCY POLICY

Registration

In order to register and attend the Stoneham Public Schools, a student must actually reside in the Town of Stoneham with a parent/legal guardian. "Residency" is defined as the place where a person has his/her permanent home, i.e., "the place where a person dwells and which is the center of his domestic, social and civil life."¹ For minor children, the legal residency is presumed to be the legal residence of the parent(s) or legal guardian(s) who has physical custody of the minor child.

Students who are visiting Stoneham are not eligible to attend the Stoneham Public Schools.

Please read below and provide documents as indicated:

1. Proof of Age (Original Birth Certificate or Passport)
2. Proof of Immunization (Medical/Health Record)
3. SPS Registration Form(s)
4. Proof of Residency/Occupancy (see Proof of Residency/Occupancy Documents Required for Registration – page 2)
5. **Joint Physical Custody**
In cases of separation or divorce, physical custody agreements must be presented to the district school. Documentation must establish the student's residence is in Stoneham.

Residency Requirements

The Stoneham Public Schools reserves the right to request proof of residency/occupancy when students are initially enrolled and when entering Grade 5 and entering Grade 9. The types of documents requested as proof of residency/occupancy are listed on page 2. Stoneham Public Schools also reserves the right to verify residency at the time of enrollment and during the academic school year. Since family situations can change, the Stoneham Public Schools reserves the right to request additional, updated information when warranted.

The Superintendent or his/her designee may initiate an investigation in conjunction with the School Resource Officer, including, but not limited to, a home visit to verify residency. If a student is found not to be actually residing in the Town of Stoneham, the student will need to enroll in the school district of the city/town where he/she actually resides. Factors that may trigger an investigation include, but are not limited to, the following: changes in residency not reported immediately to the school where the student is enrolled; mail returned to the school; incomplete or contradictory proofs of residency; or anonymous calls reporting suspected residency violations.

¹ See Teel v. Hamilton-Wenham Regional School District, 13 Mass. App. Ct. 345, 348 (1982)

Families found to be in violation of these requirements will face strict penalties, including, but not limited to, immediate unenrollment from school; per diem charges for the education and related services accessed as a non-resident which are based on the per pupil cost to the district; and possible legal action.

The following documents will be required as a proof of a physical address in Stoneham when new students are registered. P. O. Boxes will not be accepted with the exception of documented court related reasons.

**PROOF OF RESIDENCY/OCCUPANCY DOCUMENTS REQUIRED FOR REGISTRATION IN
THE STONEHAM PUBLIC SCHOOLS**

Below please find the required proof of residency and occupancy documents necessary for registration of all students. For families who do not have acceptable proof of residency and proof of occupancy, **Residency Certification Forms** are required (see next page).

Source	M.G.L. Chapter 76
First Reading	February 7, 2019
Second Reading	March 7, 2019
Adopted	March 7, 2019
Revised	June 22, 2023
Policy Cross Reference	9-16 9-17
Related Resources	SPS Registration Packet

STUDENTS

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9-17.3

Nonresident Special Education Students

A. **Generally**

The School Committee, in compliance with Chapter 71B (M.G.L.), may consider for admission nonresident special education students subject to available spaces and programs.

B. **Tuition**

The rate of tuition for special education students will be set on an individual basis according to the costs of the services involved.

C. **Exchange of Services**

In lieu of tuition for a nonresident special education student, the School Committee may accept the placement of a resident special education student, at comparable cost, in the school system of the nonresident special education student.

D. **Placement**

Placement will be determined by the Director of Special Education.

E. **Responsibilities**

The nonresident special education student is subject to all policies, regulations, and procedures of the school department.

Legal Reference:

M.G.L., ch. 71, sec.71D

Prepayment of Tuition to Educational Collaboratives and Other Programs

M.G.L., ch. 71B

Children with Special Needs

M.G.L., ch. 76, sec.12

Attendance Outside Place of Residence

M.G.L., ch. 76, sec.12B

Nonresidents; Tuition Set by School Committee

Adopted: July 12, 1990

Reviewed: January 24, 2002

Home Education of Students

The Stoneham School Committee recognizes the right of parents/guardians to have a home education alternative to public school for their child. This right is not absolute but subject to reasonable regulation by the local school authorities. Parents /guardians have the right to propose a home education alternative and the School Committee or Superintendent has the right, under Section 1 of Chapter 76 of Massachusetts General Laws to approve or disapprove it. Such approval must be obtained in advance of its implementation. All costs and services associated with this alternative will be the responsibility of the parents/guardians.

In evaluating each proposed home education alternative, the school authorities will consider the following factors:

1. The competency of the teacher(s). Though certification is not required, the presence or absence of the requirements that would lead to certification may be considered.
2. The teaching of subjects required by state law, Chapter 71, Sections 1, 2, and 3, or regulation; the manner in which they are taught so as to impart comparable knowledge as given in the local schools.
3. The number of hours and days devoted to teaching to meet the minimum requirements of the State Board of Education.
4. The adequacy of the texts, materials, methods and programs being used.
5. The availability of periodic tests and measurement of the child's educational growth, including the basic competency test administered by the School Department.

The recommendations of the Superintendent will be considered important whenever the School Committee is the approving authority.

Parents have the right to a hearing before the school authorities to allow them an opportunity to explain their plan and answer questions about it. They may be represented by counsel and shall be provided reasonable notice of the time and place of such a hearing.

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Home Education of Students (cont)

If a plan is approved, there will be a periodic evaluation of the child's progress under guidelines and standards set by the School Committee to measure whether adequate educational progress has been made.

Legal References:

M.G.L., ch.76, sec.1.

M.G.L., ch.71, sec.1.

M.G.L., ch.71, sec.2.

M.G.L., ch.71, sec.3.

M.G.L., ch.71, sec38C.

Regulation of School Attendance

Maintenance: Subjects of Instruction

Subjects of Instruction: History & Civics

Compulsory Physical Education

Certification of Teachers

Adopted: October 13, 1983

Reviewed: January 24, 2002

PARTICIPATION OF HOME EDUCATED STUDENTS IN EXTRA-CURRICULAR ACTIVITIES AND ON STONEHAM PUBLIC SCHOOL ATHLETIC TEAMS

The opportunity to participate in athletics and other extracurricular activities sponsored by the Stoneham Public Schools is considered a privilege, rather than a right. The Stoneham School Committee will permit participation of home-educated students in the interscholastic high school athletic program and other extra-curricular activities sponsored by the Stoneham Public Schools and extra-curricular activities, if the following conditions have been met:

1. The educational plan the student is studying under has been approved by the Superintendent of Schools (or his/her designee).
2. For applicable activities, including interscholastic athletics, the Principal has determined appropriate high school grade level placement (9-12) for each home-educated student in conjunction with chronological age and educational plan.
3. The student resides in the town of Stoneham and is living with his/her parents or legal guardians in the family residence.
4. The Principal has determined that the student meets the guidelines for participation in the particular extra-curricular activity in Stoneham. Students will be required to pay any fees associated with participation in such activity, to the extent required of students who regularly attend the Stoneham Public Schools.
5. For participation in interscholastic athletics, the Principal has determined that the home-educated student has met guidelines required for all other students as defined in the current Massachusetts Interscholastic Athletic Association (MIAA) Handbook. These guidelines include, but are not limited to, those rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade eight. The Principal must review the academic eligibility of the student at the same times that all other student athletes are to be certified as academically eligible, pursuant to the MIAA requirements.

If the Principal determines that all eligibility standards detailed above have been met, the Principal may declare the student immediately eligible to participate in extra-curricular activities, including interscholastic competition if applicable. The rights, privileges, and responsibilities associated with all other students who participate in extracurricular activities including, where applicable, those attendant to athletes attending MIAA member schools, will apply to home educated students who have satisfied the requirements above.

The Principal shall indicate the School Committee's adoption of this policy on the annual MIAA membership form and shall include all home-educated students in the annual MIAA enrollment report.

First Reading: November 18, 2021

Adopted: December 2, 2021

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School Attendance Areas

A. Generally

Students shall attend the school in the attendance area in which they reside. Upon recommendation of the Superintendent, the School Committee shall designate school attendance areas. The primary considerations that govern the establishment of a school attendance area are the following:

1. The efficient and educationally effective use of the school.
2. The geographic location of each school in relationship to the surrounding student population.
3. Hazards that might form a natural boundary.

No student shall be denied attendance at any school on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

B. Boundary Zones

The School Committee reserves the right to establish either permanent or temporary boundary zones between two schools to accommodate neighborhood enrollment changes in order to maintain targeted class sizes.

C. Educational Assignments

In order to meet their educational needs, students may be assigned to a school outside the attendance area in which they reside in order to access a specialized program. Siblings of any such students may also attend the assigned school.

D. Waivers

If space is available, the superintendent may approve a transfer of a child from one district to another for bona fide educational reasons. Transfers will not be approved for reasons such as to facilitate daycare or carpooling arrangements or to allow a child to stay in the school in which he/she may have entered for preschool or kindergarten.

Legal Reference:

M.G.L., ch. 76, sec. 5. Place of attendance; discrimination.

Adopted: October 12, 1978

Reviewed January 24, 2002

Revised: July 2012

Revised: August 29, 2013

Note: In order to implement this policy, out-of-district third grade students as of 2013-2014 will be allowed to complete the fourth grade as an out-of-district student in 2014-2015 if an application is submitted and approved following standard procedures.

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Absences and Truancy

A. Absences

1. Generally

Students of school age shall attend their assigned schools during school hours in accordance with state law. The Superintendent shall maintain accurate records of attendance and shall closely monitor all excused and unexcused absences.

2. Excused Absences

Legally excused absences are defined as absences due to the following reasons: personal illness; death in the family; an approved religious holiday; emergency medical or dental treatment; a school sponsored experience; or other causes that might be considered beyond the control of the student.

3. Unexcused Absences

An unexcused absence is a student's absence with or without parental knowledge for reasons other than those stipulated for excused absences. The absence may be excused if the parent makes a satisfactory explanation.

B. Truancy

Truancy is defined as the absence of a student for other than a legitimately recognized reason for all or part of a day when school is in session. The Superintendent shall develop regulations for monitoring truant students and may establish disciplinary measures based upon the frequency of truancy and the age of the student.

Adopted: **October 12, 1978**

Reviewed: **January 24, 2002**

STUDENTS

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Early Dismissal of Students

The safety of the student must be a primary consideration of the principal in the determination of whether to permit a student to be excused from school during the school day. The principal may approve the early dismissal from school of a student under one of the following conditions:

1. A parent or guardian has given written or verified consent for the student to leave the school premises for a prearranged medical or dental or other appointment deemed reasonable by the principal.
2. The student is in an approved program requiring an appearance elsewhere.
3. The student has a valid work permit and is presently employed in a job requiring early dismissal.
4. The student is an emancipated student and makes a request for a legitimate reason.

Without the verified written consent of a parent or legal guardian, a student not of age may not be released to the custody of an adult unknown to the principal or a member of the staff.

Adopted: **October 12, 1978**
Reviewed: **January 24, 2002**

STUDENTS

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Transfer Students

Students accepted into the Stoneham Public Schools must present to the principal proof of residency in Stoneham prior to their official attendance. Students accepted into the Stoneham Public Schools as transfer students shall be placed in the classes or grade recommended by administrators in their previous school. Within a reasonable period, the student shall be evaluated as to progress, social adjustment and ability. The student may be reassigned to another grade or to other classes as the principal deems appropriate.

Legal Reference:

M.G.L., ch. 76, sec 13.

Transfer cards.

Adopted: October 12, 1978

Revised: February 7, 2002

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Pregnant Students

Consistent with M.G.L. Chapter 71, Section 84, pregnant students may continue to attend school following the policies and procedures governing the attendance of all students.

Legal Reference:

U.S. Department of Health, Education and Welfare, Office for Civil Rights, Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education (Effective Date: July 21, 1975).

M.G.L., ch. 71, sec. 84.

Discipline of students on account of certain activities.

Adopted: October 12, 1978

Reviewed: January 24, 2002

Revised: July 21, 2011

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Married Students

Married students may continue their education in the schools and shall be accorded the same rights and responsibilities as other students.

Adopted: October 12, 1978
Reviewed: January 24, 2002

STUDENTS

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9-26 SUSPENSION OF STUDENTS

A. Generally

The School Committee recognizes that the suspension of a student from attendance at school is necessary in some instances. The purposes of suspension shall be to effect a change in the behavior of a student, to encourage a conference between the parents or legal guardians and school authorities, and / or to maintain order in the school. The School Committee desires consistency throughout the schools in the application of the policies and regulations regarding suspension.

B. Definition

Suspension is the formal act that denies a student access to the school premises without removing his or her name from the school register. As noted in state law, the student generally retains access to educational services during this period of absence.

C. Authority

Each school principal is delegated authority to suspend a student when, in the principal's judgment, this action is required. In the exercise of this authority, the principal is subject to all provisions of law and of this policy.

D. Grounds for Suspension

Students may be suspended by the principal for the general welfare of other students, the efficiency of the school, the safety of others in the school, the protection of school property, or the orderly conduct of classes. Specific, but not exhaustive, causes for suspension shall be listed in the student handbook for each school.

(i) For any suspension under this section, the principal of the school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension prior to the suspension taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

E. Due Process

Students shall be afforded due process both preceding and following suspension in compliance with federal and state laws, regulations, and court decisions.

The principal shall provide written notice to the student and the student's parents or legal guardian of the charges and the reason for the suspension in English and in the primary language spoken in the home of the student. If a decision is made to suspend the student following the hearing, the notice shall be updated to reflect the meeting and notice of the right to appeal the suspension to the superintendent. The right to appeal only applies to long-term suspension. The suspension shall remain in effect prior to any appeal hearing.

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

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

writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension.

F. Duration

A suspension ordinarily will be for a definite number of school days. In some instances, however, the terminal date will initially be indeterminate since it may depend on other actions such as the completion of an investigation or attendance of the parents or guardians at a conference with school officials.

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

G. Violation of Suspension

Students who violate their suspensions may be subject to additional discipline as determined by the school principal.

H. In-School Suspension

In appropriate situations, the principal may recommended an in-school rather than out-of-school suspension. The goal of an in-school suspension shall be to keep the student in school but removed from specified programs, classes or activities in order to bring about a desired change in student attendance, discipline or behavior-related issue before an out-of-school suspension is required.

I. Student Rights During Suspension or Expulsion

Any student who is serving an in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to earn credits, as applicable, 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 when such suspension or expulsion is imposed.

Any student who is 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.

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

service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is 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 as determined by the home language survey, 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.

Under section 21 of chapter 76, if a student moves into Stoneham School District during the period of a suspension from another Massachusetts School District, then the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

J. Periodic review of discipline data by special populations

Each School Principal shall send notice to the Assistant Superintendent of Student Services for every instance in which a student who has a disability is suspended or expelled. Periodic records reviews will take place by school principals and the assistant superintendents no less than twice yearly to specifically analyze and assess the extent to which students with disabilities are suspended or expelled in comparison to students without disabilities. This analysis will also include a review to analyze and assess the extent to which students of other sub groups and special populations are suspended or expelled, including but not limited to race, gender, ethnicity, socio-economic need, language proficiency, etc. The school district will implement action steps to address any patterns of disproportionate use of exclusionary practices regarding special populations of students.

Source	<p><u>M.G.L., ch. 43, sec. 33.</u></p> <p><u>M.G.L., ch. 76, sec. 16.</u></p> <p><u>M.G.L., ch. 76, sec. 17.</u></p> <p><u>M.G.L., ch. 71, sec. 37H.</u></p>	<p><i>School committees; powers and duties.</i></p> <p><i>Children excluded from school; remedies.</i></p> <p><i>Hearing prerequisite to exclusion.</i></p> <p><i>Publication of school committee rules and regulations pertaining to the conduct of teachers and</i></p>
Original Policy Adoption	Adopted: October 12, 1978	

Revisions	Revised: February 7, 2002 Revised: June 19, 2008 Revised: September 25, 2008 Revised: October 27, 2016 Revised: December 6th, 2018
Policy Cross Reference	9-27 9-32
Related Resources	SHS Student Handbook SCMS Student Handbook Elementary Family Handbook

STUDENTS

9-27
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9-27 EXPULSION OF STUDENTS

A. Generally

A principal acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion, consider ways to reengage the student in the learning process, and avoid using expulsion as a consequence until other remedies and consequences have been employed.

B. Definition

Expulsion is the formal act by which a student is denied access to the school premises and has his or her name removed from the school register. Per state law, the student may retain rights to educational services during this period per M.G.L. Chapter 76 Section 21.

C. Authority

The authority to expel a student is reserved to the school principal. The parent or legal guardian may have appeal rights to the superintendent of schools.

D. Grounds for Expulsion

For any expulsion under this section, the principal of the school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the expulsion prior to the expulsion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

Students may be expelled as outlined in M.G.L. Chapter 71, Sections 37H, 37H ½, and 37H ¾:

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

(ii) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

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

(iv) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

E. Due Process

Students shall be afforded due process both preceding and following expulsion in compliance with federal and state laws, regulations, and court decisions.

The principal shall provide written notice to the student and the student's parents or legal guardian of the charges and the reason for the expulsion in English and in the primary language spoken in the home of the student. If a decision is made to expel the student following the hearing, the notice shall be updated to reflect the meeting and notice of the right to appeal the expulsion to the superintendent. The expulsion shall remain in effect prior to any appeal hearing.

(i) If a decision is made to suspend the student after the meeting, the principal, or a designee, shall update the notification for the expulsion to reflect the meeting with the student.

(ii) The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5

calendar days of the hearing. That decision shall be the final decision of the school district with regard to the expulsion.

F. Violation of Expulsion

A student who has been expelled is denied access to the school premises except with the permission of the superintendent. If an expelled student is found on the school premises without such permission, additional discipline or referral to other authorities may be considered by the principal or superintendent.

G. Student Rights During Expulsion

Any student who is serving an expulsion shall have the opportunity to earn credits, as applicable, 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 when such suspension or expulsion is imposed.

Any student who is expelled from 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.

Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, 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.

Under section 21 of chapter 76, if a student moves into Stoneham School District during the period of a suspension or expulsion from another Massachusetts School District, then the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

H. Periodic review of discipline data by special populations

Each School Principal shall send notice to the Assistant Superintendent of Student Services for every instance in which a student who has a disability is suspended or expelled. Periodic records reviews will take place by school principals and the assistant superintendents no less than twice yearly to specifically analyze and assess the extent to which students with disabilities are suspended or expelled in comparison to students without disabilities. This analysis will also include a review to analyze and assess the extent to which students of other sub groups and special populations are suspended or expelled, including but not limited to race, gender, ethnicity, socio-economic need, language proficiency, etc. The school district will implement action steps to address any patterns of disproportionate use of exclusionary practices regarding special populations of students.

Source	<p><u>M.G.L., ch. 43, sec. 33.</u> <i>School committees; powers and duties.</i></p> <p><u>M.G.L., ch. 76, sec. 16.</u> <i>Children excluded from school; remedies.</i></p> <p><u>M.G.L., ch. 76, sec. 17.</u> <i>Hearing prerequisite to exclusion.</i></p> <p><u>M.G.L., ch. 71, sec. 37H.</u> <i>Publication of school committee rules and regulations pertaining to the conduct of teachers and students</i></p>
Original Policy Adoption	<i>Adopted: October 12, 1978</i>
Revisions	<i>Revised: February 7, 2002</i> <i>Revised: September 25, 2008</i> <i>Revised: October 27, 2016</i> <i>Revised: December 6th, 2018</i>
Policy Cross Reference	9-26 9-32
Related Resources	SHS Student Handbook SCMS Student Handbook Elementary Family Handbook

9-28

AIDS/Acquired Immune Deficiency Syndrome

A. Generally

Unless certain conditions are exhibited, children diagnosed as having AIDS or with clinical evidence of infection with the AIDS, associated virus (HTLV III) and receiving medical attention are able to attend regular classes. The school physician, in cooperation with the child's personal physician, shall report to the Superintendent a medical opinion relating to such conditions prior to the entry or return to school of a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HTLV III). A child diagnosed as having AIDS or with clinical evidence of infection with the AIDS, associated virus (HTLV III) is not to attend school when the following conditions are present:

1. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered
2. If the child exhibits inappropriate behavior, which increases the likelihood of transmission (i.e.: biting or frequent incontinence)

A child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HTLV III) will be excluded from school if there is an outbreak of threatening communicable disease such as chicken pox or measles until he/she is properly treated and/or the outbreak is no longer a threat to the child. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HTLV III), who are too ill to attend school, are to have an appropriate alternate education plan. Siblings of children diagnosed as having AIDS or with evidence of infection with the AIDS associated virus (HTLV III) are able to attend school without restrictions.

B. Definition

Continuing school attendance by a child diagnosed as having AIDS or with the AIDS associated virus (HTLV III) is defined as those experiences in school appropriate for the child and to the welfare of other children present as prescribed to the school by the child's personal physician and approved by the school physician.

C. Authority

Exclusion from school of a child, diagnosed as having AIDS or with the AIDS associated virus (HTLV III), who exhibits the conditions described in this policy (Section A, 1 or 2) or whose health is threatened by an outbreak of communicable disease is reserved to the School Committee on a recommendation of the Superintendent. In the event of a delay, deemed harmful to the welfare of the child

or of other children, the Superintendent may exclude the child until a meeting of the School Committee can be held.

D. Appeal

If school authorities and the child's personal physician and/or family are in disagreement concerning the child's attendance at school, the case shall be referred to the Department of Public Health which will make a recommendation on the permissibility of attendance.

E. Confidentiality

Only persons with an absolute need to know should have medical knowledge of a particular student.

References:

AIDS/Acquired Immune Deficiency Syndrome School Attendance Policy (The Commonwealth of Massachusetts Department of Public Health), September 6, 1985

Acquired Immune Deficiency Syndrome: Updated Information for Physicians and Health Care Providers. Massachusetts Department of Public Health, April 1985.

Adopted: December 12, 1985

Reviewed: January 24, 2002

STUDENTS

9-29 Non-Resident Enrollment

1. Students attending the Stoneham Public Schools must reside in the Town of Stoneham. Children who are not residents of Stoneham may not be admitted to the Stoneham Public Schools until such time as the parents or guardians can produce:
 - a. An occupancy permit and deed in the case of new construction, or
 - b. Closing documents (Deed) in the case of an existing home, or
 - c. Effective lease rental agreement
 - d. Signed letter from official resident of property stating family resides at their address in Stoneham.
2. The School Committee reserves the right to make exceptions to this policy for existing residents in a case where extenuating circumstances due to a true hardship (such as fire, flood, failed well or septic system) that requires a family to temporarily become non-residents and will adversely effect the best interest of a resident child(ren).
3. Tuition Payments will be considered for:
 - a. Non-resident students and siblings of said students enrolled in the Stoneham Public Schools prior to June 30, 1991 who may be eligible for enrollment as tuition-paying students.
 - b. A child residing temporarily in a town other than the legal residence of his/her parent or guardian for the special purpose of their attending school, may be charged tuition under the guidelines of M.G.L. Chapter 76, Section 6.
 - c. A non-resident student placed in Stoneham in foster care or group care by, or there kept under the control of, the Department of Social Services (DSS), may be charged tuition as outlined in M.G.L. Chapter 76, Section 7.
 - d. Under the discretion of the School Committee, a child may attend the Stoneham Public Schools if the law allows tuition calculated based on specialized services received can be paid in full by the sending community.
4. Parents or guardians of non-resident students shall assume responsibility for the transportation of said students to and from school.
5. If a resident student moved from Stoneham during the school year, said student shall transfer from the Stoneham Public Schools unless the move occurs after April 1st and the

parent or guardian makes written application to the Superintendent requesting the student continue in the school for the remainder of the school year. Applicants for this privilege will be considered on an individual basis, based on the best interests of the student and the entire educational community.

6. If a resident High School student has attended Stoneham High School throughout his/her freshman, sophomore and junior years, but moves from Stoneham at anytime during his/her senior year, said student's parent or guardian may make written request to the Superintendent of Schools requesting that the student be allowed to remain enrolled at Stoneham High School until graduation. Applicants for this privilege will be considered on an individual basis – based on the best interests of the student and the entire educational community.
7. This policy shall be administered by the Superintendent of Schools. The parents or guardians of a non-resident student shall sign a contract agreeing to the provisions of this Policy.
8. The committee reserves the right to terminate the privilege of non-resident enrollment at any time during the school year, if the conditions of the contract signed by the parent or guardian are not fulfilled.

LEGAL REFERENCE:

M.G.L. Chapter 76, Section 6. Payment of tuition of non-resident children.

M.G.L. Chapter 76, Section 7. Tuition; children under control of department of social services; foster care; reimbursement.

Adopted: November 7, 2002

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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

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

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

Students Remaining in Schools of Origin

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

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for

the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

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

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

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

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

Dispute Resolution

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

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about

educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv!haa/mckinney:-yento.docx>

Homeless Liaison

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

SOURCE: MASC October 2019

Source/Legal Reference	LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015 (Replaces Part C No Child Left Behind Act, 2002) MASC Policies, October 2019
Original Policy Adoption	<i>Adopted: August 25, 2005</i>
Revisions	<i>Proposed Revision (First Reading): November 19th, 2020 (second reading): December 3rd, 2020 Revision approval: December 3, 2020</i>

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

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

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

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

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

Source/Legal References	LEGAL REFS: 2015 Every Student Succeeds Act (ESSA); Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) MASC Policies October 2019
Original Policy Adoption	<i>First Reading November 19, 2020</i> <i>Second Reading December 3, 2020</i> <i>Adopted: December 3, 2020</i>
Related Policies Policy Cross Reference	9-29 Non-Resident Enrollment 9-30 Homeless Students: Enrollment Rights And Services

9-32

Student Conduct

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.

Any of the following actions may subject a student to expulsion by the principal under the terms of M.G.L. 71:37H:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games.

Any of the following actions will subject a student to suspension or expulsion, subject to School Committee action or other disciplinary measures:

1. Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Using or copying the academic work of another and presenting it as his own without proper attribution.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers or administrators.

The School Committee shall not hear appeals that pertain to matters specified in MGL Chapter 71, Sections 37H and 37H ½.

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Student Conduct (cont.)

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not suspend a student or recommend a student for suspension or expulsion unless the student has engaged in one of the prohibited actions mentioned above while on school property or taking part in a school activity off school grounds.

*Source: MASC Policy

Legal Reference:

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

M.G.L., ch.72, sec.37H & 37H ½ See Section 9, Addendum A

Massachusetts Association of School Committees

Adopted: October 12, 1978

Revised: February 7, 2002

Revised: September 25, 2008

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Student Dress

Regulations concerning student dress and appearance must relate to a specific educational purpose such as health, safety or full participation in various activities. Dress code regulations shall be included in the student handbook and made available to students and parents.

Students shall be encouraged to dress in appropriate attire for school and to take pride in the general appearance of the student body.

Adopted: **October 12, 1978**

Reviewed: **January 24, 2002**

Revised: **August 5, 2010**

STUDENTS

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Discipline/Corporal Punishment

A. Supervision

All employees of the school department shall share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct that the school committee or its agents establish.

In each instance in which an employee acts to help a student conduct himself properly, emphasis shall be placed upon the growth of the student in the ability of self-discipline.

B. Academic Punishment

Academic punishment shall not be used. A student's academic grade shall be based on achievement. Discipline other than academic punishment should be employed when necessary.

C. Corporal Punishment*

School employees may not inflict corporal punishment on any student in the Stoneham Public Schools. However, employees have the right to protect themselves in case of an assault upon their persons or to restrain students who may be assaulting another person or damaging school property. These actions shall be considered to be within the scope of the employee's duties.

D. Detention

The school committee approves of the detention of students after school hours as an acceptable form of punishment. The age of the student and the grade attended shall be taken into consideration when this form of punishment is applied. The safety of the student when traveling home shall be a primary consideration in administrative detention. Elementary students who ride buses shall be given one day's notice.

*See Negotiated Agreements.

Legal Reference:

M.G.L., ch. 71, sec.37G.

M.G.L., ch. 41, sec.100C.

Corporal punishment forbidden.

Protection of school employees from damage suits

Adopted: October 12, 1978

Reviewed: January 24, 2002

STUDENTS

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Student Conduct on Buses

The School Committee considers the transportation of students a privilege to be enjoyed by eligible students and considers the safety of the students to be of paramount importance. The Superintendent shall develop regulations governing student conduct while riding school buses and in loading and unloading areas.

Consistent or flagrant violations of regulations of the Superintendent pertaining to student conduct on buses may result in the temporary or permanent suspension of bus privileges. Principals have the authority to suspend bus privileges for infractions of those regulations.

Parents may appeal any suspension of bus privileges to the Superintendent.

Adopted: October 12, 1978
Revised: February 7, 2002

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Destroying or Defacing School Property

If a student injures, destroys or defaces school property, the student and the parent or guardian shall be required to pay for the damage.

Students who willfully and maliciously deface, destroy or carry away school property shall be prosecuted in accordance with state law.

Legal Reference:

M.G.L., ch. 43, sec. 33.

School committee; powers and duties.

M.G.L., ch. 266, sec. 98.

Defacing property.

Adopted: October 12, 1978

Reviewed: January 24, 2002

STUDENTS

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Disruptive Student Demonstrations

Demonstrations or protests are not appropriate methods for students to use in communicating their wishes about matters that affect policies and regulations dealing with the operation of the public schools.

Whether involved directly or indirectly, students who participate in the planning or execution of any disruptive demonstration or protest may be disciplined in accordance with state law, policies, and regulations of the school department.

Legal Reference:

M.G.L., ch. 272, sec. 40.

Disturbance of schools or assemblies.

Adopted: October 12, 1978

Reviewed: January 24, 2002

STUDENTS

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Drugs and Drug Abuse

A. Generally

The administration and staff shall take all reasonable steps to prevent and to eliminate drug abuse in the schools. The schools shall cooperate freely with agencies involved in such programs to the extent that the Superintendent deems advisable and shall implement appropriate educational programs.

B. Use of Drugs by Students

The use, possession or distribution of unauthorized drugs by a student while under the jurisdiction of the School Committee is prohibited and may be punishable by suspension or expulsion.

C. Medication

To maintain control of the use in the schools of drugs authorized by a doctor or drugs known as patent medicines, the School Committee requires that any student who is taking a prescribed or patent medicine for illness or other medical needs during the school day is to report this fact to the principal or other designated member of the school staff. The student must have the written permission of a parent or guardian in order to bring the medication to school. All medication shall be placed under the control of a school nurse, a doctor or the school principal. They shall be authorized to make the medication available to the student in accordance with the instructions of the student's parents, guardian or physician. Information relating to the medication required by a student may, upon the request of the student, be held in professional confidence.

D. Students Under the Influence of Unauthorized Drugs

If a student appears to be under the influence of unauthorized drugs, a parent or guardian shall be notified, if possible, and shall be requested to have the student examined by a physician. If a parent or guardian cannot be located, the administration shall insure that the student receives medical attention.

Legal Reference:

M.G.L., ch. 71, sec. 54B.

Use of psychotropic drugs.

M.G.L., ch. 71, sec. 55A.

Procedure for handling sick children.

Adopted: October 12, 1978

Reviewed: January 24, 2002

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Use of Tobacco on School Property

Enforcement of law prohibiting the use of tobacco products anywhere on school property and school buses (Chapter 71. Section 37H) The School Committee shall interpret the prohibition against tobacco products to include smokeless tobacco and “e-cigarette” products.

Smoking is not allowed at Stoneham Public Schools. The Stoneham Public Schools is obligated to enforce the law firmly but in a sensitive and humane manner consistent with a teaching institution. This law has been in effect since June 18, 1993. Any person found smoking in school buildings or on school grounds will be subject to the following:

1. First Offense: One day suspension
2. Second Offense: Three day suspension.
3. Third Offense: Five day suspension, other sanctions as warranted.

In all of the above cases, parents will be notified.

Legal Reference:

M.G.L., ch.71, sec. 36.

Adopted: June 18, 1993

Revised: February 7, 2002

Revised: October 6, 2005

Revised: March 17, 2017

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Supervision of Students

Students shall be supervised at all times while under the jurisdiction of the School Committee. School principals shall establish and maintain an efficient schedule of supervision of students by teachers or other authorized personnel.

Particular emphasis should be placed on the supervision of students when buses are being loaded and unloaded and when students are on playgrounds and are in other areas of the school premises available to them.

Students shall be properly supervised on school grounds from the time of arrival until the time of departure.

Adopted: October 12, 1978
Reviewed: January 24, 2002

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Discipline or Expulsion of Students For Weapons, Controlled Substances, Assault, or Other Inappropriate Conduct.

A. Generally

In an effort to ensure a safe environment for students and staff, all persons are prohibited from the following conduct at all times on school premises, in any school vehicle, or at any school sponsored activity:

- knowing possession or use of articles commonly used or designed to inflict bodily harm and/or to intimidate other persons
- use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or to threaten bodily harm and/or to intimidate, coerce, or harass
- knowing possession of certain controlled substances
- threat against or actual assault on another individual
- bullying, harassment or hazing on another individual

Students who violate this policy may be disciplined per school policy or expelled under the provisions of Massachusetts General Laws, Chapter 71, Section 37H, Massachusetts General Laws, Chapter 76, Sections 16 and 17, and Massachusetts General Laws, Chapter 268, Sections 17, 18 and 19.

B. Definitions

- Articles commonly used or designed to inflict bodily harm and/or to intimidate other persons are described in Section 37H (a) as a dangerous weapon, including, but not limited to, a gun or a knife. Examples of such articles include but are not limited to: firearms, ammunition, explosives, "brass" knuckles, switchblades, butterfly knives, chains, clubs, and Kung Fu "stars."
- Use of an object as a weapon is defined by the circumstances, such as assault on another person. Examples of such objects include but are not limited to: belts, other articles of clothing, combs, pencils, files, compasses, scissors, and replicas of weapons

- Assault refers to an actual physical assault or a threat of assault accompanied by the means to carry it out in circumstances that create a reasonable fear of imminent danger

Discipline or Expulsion of Students For Weapons, Controlled Substances, Assault, or Other Inappropriate Conduct.

C. Notification of other School Districts

In the event that a student, expelled under the provisions of this policy, applies for admission to another Massachusetts public school, the Superintendent shall notify the Superintendent in the "receiving district" of the basis for the expulsion.

D. Acceptance of Students Expelled by Other Districts

The Stoneham Public Schools is not required to admit students expelled by other districts under the provisions of Section 37H of Chapter 71.

E. Reporting Requirements

A weapon report must be filed in any case involving a student's possession or use of articles or objects on school premises as described under Section B of this policy. Such report must be filed with the Superintendent, School Committee, Police Chief, and appropriate social services agencies.

The principal, in consultation with police and other officials, shall determine if a threat is a credible threat to be acted upon or is a "copycat," prank or unsubstantiated threat that does not need to be reported.

The individual targeted in any such incident, or parent of a minor child who is so targeted, will be informed of the incident or unsubstantiated threat by the school principal.

Legal Reference

M.G.L., ch. 71, sec.37; ch. 76, sec. 16 and 17

Adopted: June 9, 1994

Reviewed: January 24, 2002

Revised: January 17, 2007

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Reporting to Parents

A. Warning Notices

If a student is in danger of failing a course, subject or grade, timely notice shall be sent to the parents in order that they will be aware of the danger of failure.

B. Conferences with Parents

The principal shall provide for conferences with parents for the purposes of understanding and assisting the students. The student's teacher or teachers shall attend and participate in these conferences.

C. Seniors

If a senior is in danger of failing to meet the requirements for graduating with his or her class, the student and the parents shall be notified of the danger of failure in sufficient time to permit the student to attempt to satisfy the requirements for graduation.

D. Progress Reports

During the school year, periodic progress reports shall be given to the parents or guardians of each student. If report cards are used, they shall reflect the standard of work the student has achieved and the student's attitudes and work habits. The teacher shall make the evaluation of the student's work.

Adopted: **October 12, 1978**

Reviewed: **January 24, 2002**

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Promotion and Retention

A. Promotion

Generally

Promotion from one grade or class level to another is based upon satisfactory academic achievement, ability, chronological age, effort, attendance, handicaps and the probable effect of promotion or retention upon the student.

B. Retention

If retention appears likely, the parents or guardian shall be informed in advance that retention may be necessary.

A student normally should not be retained more than once in any one grade and not more than twice in the first eight grades. A student who fails to meet the requirements for promotion shall be given special attention and review for services needed and/or shall be placed in a special education program.

In the elementary schools, the principal, with input from the teacher(s), guidance counselor and parent(s) will make the determination for retention. Unless the parent/guardian is able to present medical, psychological, or other similar pertinent information that the retention of the pupil will be detrimental to his/her well being, the pupil will be retained; however, the final decision rest with the School Department.

In the secondary schools, pupils will be promoted depending on the successful completion of the prescribed number of courses as established by the Committee.

Adopted: **October 12, 1978**

Revised: **July 10, 1985**

Reviewed: **January 24, 2002**

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Student Records

A. Generally

The school department shall follow the regulations of the State Board of Education regarding the content, maintenance, security of and disclosure of data from students' scholastic records.

B. Access to Records by Students

Written consent of the parent shall be required for a student under eighteen (18) years of age to have access to his or her records unless the student is an emancipated minor or is enrolled in an institution of higher learning.

C. Teacher Rank Books

Teacher rank books are the property of the school department. They shall be maintained by the teacher and at the end of the school year shall be turned in to the school administrator.

Legal Reference:

M.G.L., ch. 71, sec. 34A.

M.G.L., ch. 71, sec. 34D.

M.G.L., ch. 71, sec. 34E.

Transcript of student's record; availability.

Maintenance of student records.

Parents right to inspect students' records.

Adopted: June 17, 1976

Revised: May 10, 1979

Revised: February 7, 2002

STUDENTS**9-46 Non-Custodial Parents Rights**

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 Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of 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:
 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- B. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- C. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- D. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- E. The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- F. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent, by certified and first class mail, that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34F; 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
SOURCE: MASC

Adopted: August 21, 2006

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Clubs and Organizations

A. Generally

No student may be deprived of participating in any school-sponsored activity on the basis of age, race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

Students shall be given opportunities to join various clubs and organizations in the schools. The objective of these clubs and organizations shall be to provide worthwhile goals for attainment by the students while maintaining a close relationship with the regular school program. All activities not specifically approved by the Superintendent or the principal are prohibited. Any person or group objecting to the approval or termination of a specific club or organization shall have the right to appeal to the School Committee through the office of the Superintendent.

No type of club initiation that embarrasses ridicules or intimidates a student will be permitted.

B. Sororities, Fraternities and Secret Societies

Any student who acts in a manner that violates the Anti-Hazing Law as stated in Chapter 269, Sections 17-19, will be suspended from school. The principal will determine the exact length of the suspension and report any student in violation of this law to the Superintendent of Schools.

C. Responsibilities of Students

It shall be clearly understood by any student seeking any office or honorary position that the student represents the entire student body and, if elected or appointed, will work with all students regardless of race, religion or personal prejudices.

Legal Reference:

MG.L., ch. 711 47. *Athletic programs; school organizations; regulations.*

Adopted: **October 12, 1978**
Revised: **February 12, 1987**
Reviewed: **January 24, 2002**
Revised: **July 2012**

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Student Government

A. Generally

A student government may be established in each school through which students may participate in practical exercises in citizenship and may communicate their views to the school administration and/or the School Committee. Teachers shall encourage their students to take an active role in the Student Government Organization.

The students of each school, with the advice and consent of the principal, shall formulate for student government a constitution that specifies the authority of that body and the areas where it shall serve in an advisory capacity to the principal. The purpose of student government shall be to permit students to deal directly with practical problems that concern the student body and over which the student government may have authority. Each student government shall be assigned a faculty advisor.

A student participating in the student government of the school shall be protected against adverse criticism from the faculty for the student's actions while serving as a student representative.

The School Committee shall view student governments as representing the student body and shall recognize their representatives as such upon their appearance before the School Committee.

B. Student Advisory Committee

A student advisory committee consisting of five (5) members of the student body shall be elected annually by the student body of the high school. This committee shall attend regular meetings of the School Committee and shall participate in the open deliberations of the School Committee to the extent provided for in the bylaws of that body. This election will take place on or before October 1st of each school year.

Legal Reference:

M.G.L., ch.71, sec 38M.

Student advisory committees.

Adopted: October 12, 1978

Revised: February 7, 2002

Student Publications

A. School-Sponsored Publications

School-sponsored student publications are defined as books, papers, flyers or any printed materials produced by students who are under the authority of the School Committee and/or by student organizations that have a faculty member as an advisor.

Faculty advisors for school-sponsored publications shall be responsible for implementing the policies of the School Committee and the regulations of the Superintendent and the principal. The principal and faculty advisors shall advise students but may not invoke prior censorship of any publication under their sponsorship.

All school-sponsored student publications shall be guided by the following:

1. Students are entitled to express their personal opinions in writing and within reasonable limitations. The distribution of the contents and the publications themselves shall not interfere with or disrupt the educational process. Written expressions and/or opinions must be signed by the author.
2. Students who write, edit, publish or distribute handwritten, printed or duplicated materials among their fellow students and/or the public shall be responsible for the contents of the publication and for compliance with state laws.
3. Obscenity, as defined by state law and personal attacks are prohibited in all school-sponsored publications.
4. Published materials that result in any allegation of libel shall be the responsibility of the students involved in the publishing of the material and their parents.

B. Non-School-Sponsored Publications

Materials that are written, edited, published and distributed by students but that are not defined, as school-sponsored student publications shall be subject to the school committee's policy on non-school-sponsored publications in Section 5-4 of this manual.

Legal Reference:

M.G.L., ch. 272. Crimes against chastity morality, decency and good order.

M.G.L., ch 272, sec. 31. Definitions applicable to sec. 28, 28C, 28D, 28E, 29 and 30.

Adopted: October 12, 1978

Reviewed: January 24, 2002

STONEHAM PUBLIC SCHOOLS
Physical Restraint and Behavior Support Policy

*This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq.,
 Effective on January 1, 2016*

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student, oneself and / or others from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to staff and made available to the parents of enrolled students.

- I. OVERVIEW
- II. DEFINITIONS
- III. PROHIBITIONS
- IV. SPECIFIC RIGHTS
- V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT
- VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
- VII. REPORTING PHYSICAL RESTRAINT USE
- VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
- IX. TRAINING REQUIREMENTS
- X. GREVIENCE PROCEDURES

I. OVERVIEW

The Stoneham 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, oneself and / or others 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 Physical Restraint and Behavior Support Policy, 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 service

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

Medication restraint, mechanical restraint and seclusion are **prohibited** in all public school education programs, as defined by 603 CMR 46.02.

Prone restraint, as defined in 603 CMR 46.02, shall not be permitted in the Stoneham Public Schools.

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":

Use of Space

- “Exclusionary time-out” is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
- “Exclusionary time-out” may be used only for the purpose of calming and not for punishment for noncompliance or for misbehavior that is no longer occurring.
- All “Exclusionary time out” spaces must be clean, safe, sanitary and appropriate for calming.
- Students must never be locked in a room.

“Exclusionary Time-Out Closed Door Calming Spaces”

- Stoneham Public Schools’ Student Services Office may approve a limited number of “Exclusionary Time-Out Closed Door Calming Spaces” that will have mirrors or other devices that allow staff to see all parts of the room through the glass in the door as well as a handle closing mechanism that requires a staff member to be physically present outside the door in order for the door to remain closed.

Staff Obligations

- A staff member must continuously observe the student.
- A staff member must be physically present with the student at all times, with one limited exception: when a student is using a separate “Exclusionary Time Out Closed Door Calming Space” approved by Stoneham Public Schools’ Student Services Office and it is a safety risk for a staff member to be in the calming space with the student. If it is unsafe for the staff member to be present with the student in the approved separate space, the student may remain in the approved separate space 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 approved separate space where the individual can continuously observe, and communicate with, the student as appropriate to determine when the student has calmed. If, at any point, the student is displaying self-injurious behavior, a staff member must be physically present with the student in the approved separate space.

Termination of “Exclusionary Time-out”

- An exclusionary time-out must be terminated as soon as the student has calmed. An exclusionary time-out may not extend beyond thirty (30) minutes without the approval of the Principal, who may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR 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 Related 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.

Alternatives to Physical Restraint

Physical restraint shall not be used unless the less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff: These include:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort as defined in 603 CMR 46.02 to a separate space for time-out

Safety

In an effort to prevent or minimize any harm to a student, staff will administer physical restraint in consideration of a student's medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

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

Forms of Physical Restraint

Forms of Physical Restraint used by the district which follow the Safety Care Protocol, include:

- 1 Person Stability Holds
- 2 Person Stability Holds
- Forward Escorts
- Reverse Escorts

- Seated Stability Holds
- Chair Stability Holds
- Leg Wraps

Duration

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

Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures that shall include:

- Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
- Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

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 verbally inform the Principal as soon as possible and by written report no later than the next school working day. The Principal will make reasonable efforts to verbally inform the student’s parents within 24 hours of the restraint. 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.

Contents of Written Report

The written report of any physical restraint shall include:

- Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
- A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such

holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.

- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

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 an injury to either a student or a staff member within three (3) working days of the restraint. The District also will send DESE a copy of the record of physical restraint and the record of physical restraints for the 30-day period prior to the injury. The District will provide DESE with an annual report of its physical restraint use.

Reporting to Law Enforcement and other state agencies:

Nothing in this policy prevents an individual from reporting a crime to the appropriate authorities and nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L., c 119, s51A

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 and any comments from students and parents, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, consider alternatives to restraint, 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 regarding 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 receive training on the District's Physical Restraint and Behavior Support Policy and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 - 1) Stoneham Public Schools Physical Restraint and Behavior Support Policy
 - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 - 3) The role of the student, family, and staff in preventing physical restraint;
 - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 - 5) When in an emergency, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
 - 6) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
 - 7) Identification of Stoneham Public Schools' staff who have received in-depth training (as set forth below in section (a)(iii)) in the use of physical restraint.

In-Depth Training

1. At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
2. Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.
3. In-depth training will include:
 - a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- d. Demonstration by participants of proficiency in administering physical restraint;
and
- e. Instruction regarding the impact of physical restraint on the student and family,
including but not limited to psychological, physiological, and social-emotional
effects.
- f. Instruction regarding documentation and reporting requirements and
investigation of injuries and complaints;

X. GRIEVANCE PROCEDURES

Restraint Grievance Procedures

Any parent with concerns about the use of physical restraint at any school within Stoneham Public Schools may request a meeting with the building Principal, the Director of Student Services, or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of this Grievance Procedure.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

1. The complaint must be submitted in writing or on audiotape to the building principal.
2. The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.
3. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.
4. A written report will be developed by the building principal and provided to the complainant.

Legal Reference:

MGL-DOE Regulation 603 CMR-46.00

Adopted: October 25, 2001

Reviewed: January 24, 2002

Revised: July 2012

Revised: December 10, 2015

Revised: October 22, 2020

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Student Accident Insurance

A. Generally

The School Committee may purchase insurance to cover student accidents that may occur while the student is on school property or is under the authority of the School Committee. The insurance may provide for reasonable hospital, medical and surgical expenses.

B. Student Accident Insurance Plan

The School Committee will make available for purchase by the students or their parents an insurance plan for protection against student accidents. The Superintendent annually shall review this program and shall recommend to the School Committee an insurance carrier who can provide the required coverage at a competitive price. The involvement of the school staff in the administration of the insurance plan shall be kept to a minimum.

C. Athletic Interscholastic Players

Members of athletic interscholastic squads of Stoneham shall be insured under the insurance plan selected by and paid for by the School Committee.

Legal Reference:

M.G.L., ch. 40, 5 (40A and 40B).

Authorization for student insurance.

Adopted: October 12, 1978

Revised: February 12, 1987

Reviewed: January 24, 2002

9-58

Search and Seizure

A. Generally

The School Committee wishes to protect the rights of all students against unreasonable search and seizure as guaranteed by the United States Constitution.

B. Search of a Student, His Locker or Personal Property by a Law Enforcement Officer

Although the School Committee wishes to cooperate with law enforcement agencies, a search of a student or his personal property by a law enforcement officer should take place while the student is outside the jurisdiction of the School Committee unless this restriction would impede law enforcement. Unless the search is otherwise permissible by law, a law enforcement officer must present a search warrant to the principal or his designee in order to search a student, his locker or personal property while the student is under the jurisdiction of the School Committee.

C. Search of a Student or Personal Property by School Authorities

If the principal or his designee has a reasonable suspicion that a student possesses a dangerous, illegal or stolen item, the principal or his designee may search the student or his personal property and may remove the item.

D. Search of Lockers and Other School Property by School Authorities

Although the student and the School Committee may have joint control of lockers, desks or other school property, the student never has exclusive control of this property. The principal or his designee may search any school property such as lockers and desks under the following conditions:

1. The student must have been informed in advance that, under the School Committee's policy, lockers, desks and other school property may be inspected and items removed if the administration of the school has facts supporting a reasonable belief that articles or materials are present therein that might be injurious to the student or to others or that are likely to pose a threat to the maintenance of discipline or order in the school.

Search and Seizure

2. In order to maintain good principal-student relations, the student should be present whenever a search of his property is undertaken; and an attempt should be made to secure his consent.

3. Whenever possible, a witness should be present in instances of a search or seizure of the property of a student.

Adopted: October 12, 1978
Reviewed: January 24, 2002

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Interrogation of Students

A. Law Enforcement Authorities

Although the School Committee wishes to cooperate fully with law enforcement agencies, it has a responsibility to protect the constitutional rights of the students entrusted to its care. The interrogation of students by law enforcement officers regarding acts committed outside the school committee's jurisdiction shall be held outside the school day and off school property whenever possible. If, in the principal's judgment, this restriction would impede swift law enforcement, the interrogation of a student or students may be permitted, with parental permission, within the school in a private place designated by the principal and in the presence of a designated school representative.

Students may be removed from the school by a law enforcement officer only after the parents or guardian have been contacted and have given their consent or upon the arrest of the student within due process of law including the, presentation of a warrant when specified by law.

B. School Authorities

The interrogation of students by school authorities regarding serious acts committed within the jurisdiction of the School Committee shall be held in private and in the presence of an adult witness. Since the interrogation may result in the suspension and/or expulsion of the student, the student shall be accorded the rights and privileges outlined in the material on suspension and expulsion in Sections 9-26 and 9-27 of this manual.

Adopted: **October 12, 1978**
Reviewed: **January 24, 2002**

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ANIMALS IN SCHOOLS and SERVICE ANIMALS

No animal shall be brought to school without prior permission of the building principal. The Stoneham Public Schools are committed to providing a high quality educational program to all students in a safe and healthy environment.

School principals, in consultation with the health service providers in each building, shall utilize Department of Public Health guidelines and 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 Department of Public Health guidelines and 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 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 areas that may negatively impact the health of any student who must utilize the 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 – Except for brief educational programs as outlined above, the following classes of animals are prohibited from schools as recommended by the Departments of Health and Elementary and Secondary Education:

- wild animals and domestic stray animals
- fur-bearing animals
- bats
- poisonous animals.

Exceptions are guide, hearing, service, or law enforcement dogs which may be allowed on school grounds with proof of current vaccinations and prior approval of the superintendent of schools.

Service Animals (Guide or Assistance Dogs) – The Stoneham Public Schools does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The district will comply with state and federal laws concerning the rights of persons with guide or assistance dogs and will permit such animals on school grounds and on school transportation. For the 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 district also recognizes that federal regulations urge reasonable

modifications in policies, practices or procedures for a miniature horse that also may serve as a service animal.

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 or facilities caused by the animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the principal or 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. The animal may be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody of the animal will be required to remove the animal from school 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 part of the school designated by the principal and an alternative plan will be developed by school and district staff. Such plan could include the reassignment of the person having custody of the animal to a different classroom.

When a service animal is to be present in school on a regular basis, the student, parent and/or animal owner shall be presented a copy of this policy.

The district shall be responsible for developing any specific procedures to accommodate a student's use of a service animal consistent with this policy.

**Ref: *Americans with Disabilities Act*
 *MASC***

Adopted: March 17, 2011

STUDENTS

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9-61

Accidents and Emergencies

A. Emergency Care

Emergency health care services for students and employees shall be available in each school. Regulations, including procedures to be followed in the event of an emergency or accident, shall be developed and shall be made available to students and employees.

Students who become ill during the school day may not be sent home unless a parent, guardian or a person designated by a parent or guardian is available to care for the student.

B. Emergency First Aid

Students who are injured as a result of an accident shall be given emergency first aid by the nurse on duty. However, if a student requires immediate emergency first aid, a principal or teacher may apply such aid as is needed while awaiting assistance from a doctor or nurse.

Students requiring immediate hospitalization may be transported to a hospital by a teacher, principal or nurse; and the student's parents or guardian and the family doctor shall be notified. If possible, the parent or guardian should be notified before the student is transported to the hospital.

Legal Reference:

M.G.L., ch.71, sec. 55A.

Procedure for handling sick children.

Adopted: October 12, 1978

Reviewed: January 24, 2002

STUDENTS**9-61-1: ATHLETIC CONCUSSION POLICY**

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 activities² 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 of omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

² 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, cheerleading, 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.

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 rear cases, a catastrophic neurological injury known as Second Impact Syndrome.

The attached 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 policy 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

Adopted: 12.01.11

Revised: 02.16.12

Reviewed: August 29, 2013

Reviewed: September 10, 2015

Reviewed: July 26, 2017

Reviewed: September 12, 2019

Reviewed: July 21, 2021

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Public Performances by Students

A. Generally

The School Committee and the Superintendent may permit public performances by students under the auspices of a school-sponsored organization if these performances:

1. Fit the objectives of the school.
2. Meet the needs and interests of the students.
3. Stimulate the students in improving their ability to perform.
4. Are appropriate to the participating age group.
5. Require no extraordinary training but are a natural
6. outgrowth of the normal teaching sequence.
7. Do not encroach upon the opportunities of professional performers or musicians.

B. Performances for Outside Sponsors

Students performing under the auspices of a school-sponsored organization may be permitted to perform for outside organizations where admission fees are charged only if the proceeds are used for charitable, educational or civic purposes. Costs associated with these performances shall be borne by the sponsoring organization.

C. Payment for Performance

Payment for the performance by a school-sponsored organization is acceptable only in the form of a contribution to support the work of the performing organization.

D. Supervision

Performing students shall be supervised by staff members under the direction of the school.

Adopted: October 12, 1978

Reviewed: January 24, 2002

ADDENDUM A
MGL Chapter 71, §37H and §37H ½

Chapter 71: Section 37H. Policies relative to conduct of teachers or students; student handbooks

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

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

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

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

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H½. Felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

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

shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

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

STONEHAM PUBLIC SCHOOLS
ANTI-BULLYING PLAN
FALL 2010
REVIEWED AUGUST 2014

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REVIEWED / COMMENTS BY

Stoneham School Committee – Approved December 2, 2010
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PART ONE: INTRODUCTION

The Stoneham Public Schools are committed to ensuring all students and staff the opportunity to learn and work in a safe building, without the distraction of behavior that compromises one's physical or emotional safety. Educators and parents across the State of Massachusetts have taken an active lead in creating a zero tolerance for bullying. By defining unacceptable behavior and practices, formally identifying individuals involved, tracking incidents of bullying, and educating staff, students and families about intimidating behaviors and how to address them, we as educators strive to eliminate bullying from our schools.

Bullying is a problem that has grown significantly in recent years and some growth can be attributed to the Internet, specifically social networking sites. Many adolescents are not mature enough to use social networking sites for the intended purpose. In a survey conducted during 2009-10 at the Stoneham Middle School, seventy-five percent of seventh and eighth graders reported that they have unsupervised internet access. In grade six, nearly sixty percent of the students report having unsupervised Internet access. In addition, close to seventy percent of the students surveyed have accounts with social network sites.

There are a multitude of problems associated with unsupervised students accessing social networking sites and the Internet outside of school hours. For example, the number of individuals involved in one bullying incident increases significantly because of the communication opportunities provided by the Internet. The Internet offers a forum for individuals who normally would not be involved in a specific bullying incident to respond because face to face contact with the victim is not involved.

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

At least every four years beginning with 2015-16, the district will administer a Department of Elementary and Secondary Education developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Similarly, faculty, staff and parents/guardians will assist in determining school climate needs. The district will annually report bullying incident data to the DESE.

We commit ourselves to sustain school environments in which students have the opportunity to learn without the disruption of intimidation or humiliation. We educate our school community about the damage to our school climate created by bullying and harassment and give students, teachers and families the tools to recognize and address these behaviors.

PART TWO: TRAINING AND PROFESSIONAL DEVELOPMENT

A. INITIAL TRAINING FOR ALL STAFF

February 3, 2011 by Department of Elementary and Secondary Education

B. ANNUAL TRAINING

- For new staff during new teacher orientation
- For all staff during principals' orientation
- For athletic coaches prior to each season

C. WRITTEN NOTICE

- In student handbooks
- In annual School Department Calendar and Manual
- On School Department website
- Future School Department curriculum documents

D. REQUIRED COMPONENTS

- Developmentally appropriate strategies to prevent bullying
- Developmentally appropriate strategies to stop incidents
- Information regarding the complex interaction and power differential between and among an aggressor, a target and witnesses
- Research findings, including information on vulnerable or at-risk students
- Information on the incidence and nature of cyberbullying
- Internet safety issues as they relate to cyberbullying

PART THREE: RESOURCES AND SERVICES

A. RESOURCES FOR BULLYING PREVENTION:

Social Competency Programs such as Open Circle
Classroom Libraries connected to Open Circle
Enrichment Programs with bullying theme such as Power of One, Jedli Clown...such programs provide support and encouragement for bystanders

Power of One www.powerofonefoundation.org

Packaged programs...

Attorney General of Massachusetts recommends:

MA Dept of Education

Department of Public Health

Mass Commission on GLBT Youth

National Youth Violence Prevention Resource Center

US Department of Health and Human Services

MA Attorney General's Office

Essex District Attorney, Salem MA (Kids to Kids Prevention Project)

DA office website: www.lawlib.state.ma.us/subject/about/bullying.html

There are many sources of DVD and activity packets:

Human Relations Media www.hrmvideo.com

Sunburst Visual Media 2 Skyline Dr. Hawthorne, N.Y. (Teacher activities are good)

Hazeldon Publishing www.hazeldon.org

US Dept of Health and Human Services www.stopbullyingnow.hrsa.gov

Channing Bete www.channing-bete.com student activity book on topic

NAESP No Name Calling Week www.naesp.org and www.glsen.org

School building based programs- at CP we have contracts, protocols for discipline and/or consequences, classroom "looks like" posters.

Information for parents at Parent Night or Curriculum Night (Information, definitions, district wide policy)

Pediatricians

Connection to Sports and Social programs in community for common goals& sharing information

Professional Development for all school personnel to develop plans to identify and report bullying situations

Bullying Workshops for parents (Define bullying, How to help at home, Resources)

Melrose Alliance Against Violence www.maav.org/home/ (works with Stoneham)

Bullying Prevention School Assemblies 45-60 min. \$400

Bullying Prevention parent training sessions 1 ½ hours \$400

Bullying Prevention staff training 1 ½ hour \$400

Stoneham Alliance Against Violence: Linda Leis 781-438-1215 ext. 3106

Bridgewater State offers anti-bullying programs for grades K-12. These are grant supported and presently are at no cost to schools.

<http://www.bridgew.edu/MARC/marc%20template%20K-12%20program.cfm>

Stoneham Police Department: Chris Dalis: Juvenile Detective 781-438-1215 ext. 3133
cdalis@police.stoneham.ma.us

North Suburban Family Network (works with families of young children)
Northeast Center for Healthy Communities 978-688-2323 www.ncyhc.com
National Violence Prevention Resource Center: www.safeyouth.org
Nemours Foundation's Center for Child Health Media: Teen Suicide www.kidshealth.org

Young Audiences of Mass. www.yamass.org
Improv Boston's interactive antibullying workshop
STRYVE: Striving to Reduce Youth Violence Everywhere:
www.safeyouth.gov/Pages/Home.aspx

Bullying Prevention Plan of the Department of Education for the State of Maine:
www.maine.gov/education/bullyingprevention/resources.html

Northeastern Univ. www.eyesonbullying.org: offers toolkits for school age youth and parents free of charge.

Names of Top Bully Prevention Programs

- 1.) Lion's Quest – Conflict Management Programs
- 2.) Teaching Students to be Peacemakers
- 3.) Second Step
- 4.) Bullyproof
- 5.) Peace Builders
- 6.) Skills for Life
- 7.) Violence Prevention Curriculum for Adolescents
- 8.) Conflict Resolution: A Curriculum for Youth Providers
- 9.) PATHS: Promoting Alternative Thinking Strategies
- 10.) Reach/Challenge
- 11.) Resolving Conflict Creatively Program (RCCP)
- 12.) Responding in Peaceful and Positive Ways (RIPP)
- 13.) Smart Team
- 14.) Peacemakers
- 15.) Aggressors, Victims & Bystanders: Thinking and Acting to Prevent Violence
- 16.) Bully Proofing Your School
- 17.) Alberta Teacher's Association's Safe and Caring Schools (SACS)
- 18.) Teasing and Bullying: Unacceptable Behavior Program (TAB)
- 19.) Bullying Prevention Program (BPP)
- 20.) Conflict Managers
- 21.) Creating the Peaceable School
- 22.) Project Peace: A Safe-Schools Skills Training Program for Adolescents
- 23.) Working Together to Resolve Conflict
- 24.) The Coolien Challenge: Youth Violence Prevention
- 25.) Bully B'ware
- 26.) BeCool
- 27.) Quit It!

- 28.) Motivational Magic – Be Aware and Care: A Bully Prevention Program
- 29.) Steps to Respect – A Complete School Program

B. RESOURCES FOR TARGETS, AGGRESSORS AND FAMILIES AFTER AN INCIDENT:

Targets

Provide family support: building based or referrals

Provide lists of information sources such as the following available through Office of the MA Attorney General

Cyberbullying: A Guide for Parents

Social Networking Online

Stop Bullying Now: What to do if Your Child is Being Bullied

What to do when your Child is Being Bullied

Why is it Confidential? Understanding Your School's Limits on Sharing Information

www.stopbullyingnow.hrsa.gov

Classroom or grade level lessons by school counselor addressing topic not the specific incident

Ongoing communication link between school and family

Follow up on regular basis with target

Aggressor:

Interview the aggressor: May be done by principal, school adjustment counselor, guidance counselor, or school psychologist

Inform parents (Confidentiality Limitations Apply)

Inform law enforcement if appropriate

Interview other parties if they have first hand information

Address issue of bystanders if any

If Bullying is determined...follow school protocols for discipline

Suggest District Attorney sources:

Cyberbullying: A Guide For Parents

Help for Youth Who Bully

Stopping Bullying and Raising Responsible, Caring Children

Offer school assistance through Psychologist or Adjustment Counselor in individual or social group situations

Provide resources to families regarding Anger Management Programs

Families:

The course of action for families is to provide:

*Opportunities for families to be informed and involved in the school social competency program

* Basic information about the topic of bullying in all forms

Publish school and system policies and protocols each year in multiple formats including on website

Encourage parent participation in problem solving

Provide multiple ways for parents, students to report incidents of bullying

Support families of Targets and Aggressors with referrals and assistance at the school and community level

Maintain open communication link with families

Family Resource Center North Shore Medical Center 978-354-2660

www.nsmcfamilyresourcecenter.org

NAMI- North Shore National Alliance on Mental Illness 978-354-2660

www.namimass.org

C. COUNSELING AND OTHER SERVICES

Referrals for Counseling for Bullies and Victims

- 1.) Cambridge Health Alliance (24 hr Psychological Emergency Services) 617-575-5700
- 2.) SafeLink Hot Line – 1-877-785-2020
- 3.) Arlington Youth Consultation Center (Emergency Referral Line) – 781-316-3255
- 4.) Bridge Over Trouble Waters (24 hr emergency hot line for suicide, counseling, shelter, drugs) 617-423-9575
- 5.) Samaritans, Inc. (Prevention help, suicidal help) 617-247-0220
- 6.) DCS – Medford Family Counseling – 781-396-1199
- 7.) Lakeside Counseling, Wakefield – 781-224-9884
- 8.) Medford Malden Family Counseling Center – 781-322-3318
- 9.) New Beginnings, Stoneham – 781-438-0038
- 10.) Psychotherapy Associates, N. Reading – 978-664-2566
- 11.) Riverside Outpatient, Wakefield – 781-246-2003
- 12.) Michael Luba, LICSW, Wakefield – 781-665-0607 (Social Skills Groups)
- 13.) Arbor Counseling – 781-322-1503
- 14.) Eliot Community Services, Everett – 781-388-6225

Referrals for Parents of Children Who Are Bullying or Are Victims of Bullying.

- 1.) Parent Resource Network Line – 1-866-815-8122
- 2.) Parent Stress Line – 1-800-632-8188
- 3.) Parents Helping Parents – 800-882-1250
- 4.) Families First – 617-868-7687
- 5.) Parent Resource Associates, Lexington – 781-862-4446

- 6.) HAWC (Help for Abused Women and Children) – 978-744-8552
- 7.) Stoneham Parents Support Group – 781-438-8192
- 8.) Bay State Anger Management, Chelmsford – 978-606-3955
- 9.) F & S Computer Services, Saugus (Internet Safety)

Students with disabilities:

G.L.c.71B, S 3 requires that Individual Education Program (IEP) plans indicate whether the particular student is vulnerable to bullying and, if so, how that child will be taught “the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.”

Student Disability Awareness programs: Ideas of program to educate all children about children with differences.

www.maine.gov/education/bullyingprevention/resources.html

D. REFERRALS TO OUTSIDE AGENCIES

Current steps taken in school to refer a student for support who has been bullied:

- 1.) The school counselor or school psychologist is informed.
- 2.) The school counselor or school psychologist meets with the child/children’s parents to discuss the incident and to decide if a referral for counseling needs to occur (in school counseling or outside counseling).
- 3.) If in school counseling is to occur, the parent will sign permission for the counseling to occur and the counselor will set up a time with the child’s teacher to choose a time for the counseling sessions to begin.
- 4.) If outside counseling is needed, the school counselor or school psychologist will obtain the child’s health insurance information and facilitate a referral for outside counseling. In addition the counselor will request to obtain a release to speak with the outside counselor.
- 5.) The school counselor or school psychologist will continue to follow up with the child, the parent, the outside counselor and the child’s teacher.
- 6.) The school counselor or the school psychologist will update the school principal about the progress.

PART FOUR: ACADEMIC AND NONACADEMIC ACTIVITIES

K-5 CURRICULUM

OPEN CIRCLE CURRICULUM – Specific topics include:

- enhancing students' skills for engaging in health relationships and respectful communications
- engaging students in safe, supportive school environment that is respectful of diversity and difference
- using scripts and role plays to develop skills
- classroom and whole school approach to social skill development
- setting clear expectations for students
- establishing school and classroom routines
- creating a safe school and classroom environment for all students
- using appropriate and positive responses and reinforcement, even when students require discipline
- using positive behavioral supports
- encouraging adults to develop positive relationships with students
- modeling, teaching and rewarding pro-social, healthy and respectful behaviors
- using positive approaches to behavioral health, including collaborative problem solving

Skills to be addressed by other curricula:

- empowering students to take action by know what to do when they witness other students engaged in acts of bullying or retaliation
- helping students understand the dynamics of bullying and cyberbullying
- emphasizing cyberbullying, including safe and appropriate use of electronic communications
- Internet safety

Future curricula to be evaluated:

- Open Circle update
- Massachusetts Aggression Reduction Center (MARC) curriculum

MIDDLE SCHOOL

GRADE SIX

“Think Before you click: Playing It Safe Online” video – focus on online bullying and reporting online harassment

Class discussions – “How Bullying Affects Target / Bystander,” “Types of Bullying” and “What to do...”

Activity – students explain how all people involved in a bullying situation would feel and offer advice to each person

GRADE SEVEN

Get Real Program – Creating a Safe School Environment. Students describe the effects of bullying and clarify their personal values about bullying and harassment. Students rehearse and demonstrate ways to confront hurtful behavior.

In the Mix – Cliques – behind the labels. DVD and discussion

Oleweus Bullying Prevention Curriculum – discussions on types of harassment (including cyberbullying, sexual harassment), conflict resolution, and identifying social networks

GRADE EIGHT

In the Mix – Dealing with Differences. Video on tolerance and stereotypes

Oleweus Bullying Prevention Curriculum – cyberbullying curriculum: legal consequences, conflict resolution, reporting, ally support, identifying support networks, and community impact

HIGH SCHOOL

NINTH GRADE

Peer leaders visit ninth grade earth science classes twice during the second term. The Anti-Defamation League's World of Difference curriculum is used. Activities and discussions center around current issues relating to bullying and discriminatory behavior. Relevant scenarios are used.

TENTH GRADE

Health Education curriculum includes lessons on sexual harassment, racism, homophobia, and hate crimes. Local speakers come into the schools to address these issues. Curriculum is from sources prepared by the Anti-Defamation League, PFLAG, and the Teenage Health Teaching Modules.

ELEVENTH AND TWELFTH GRADE

Health elective course for juniors and seniors – Current Health Issues.

PART FIVE: REPORTING AND RESPONSE

- 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 school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a webpage on the district website, a voicemail box and email addresses for reporting incidents.

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 made available in the most prevalent language(s) of origin of students and parents or guardians.

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

1. Reporting by Staff

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

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a

¹ See Appendix C for Incident Reporting Form.

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, or at lunch; 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 from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

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.

3. Tracking Incident Reporting Forms

- a. A log will be kept by the principal or designee of Incident Reporting Forms. The log should include the following information: name of target, name of aggressor, year of graduation for both students, and the date the form was received by the principal or designee.
- b. All Incident Reporting Forms should be kept by the principal or designee who received them. The forms should be organized in chronological order by the date the form was received.

- 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 (or whoever is conducting the investigation) 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.

The principal shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the determination.

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 school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- 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 or district's code of conduct.

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.

PART SIX: COLLABORATION WITH FAMILIES

The School Department will work with and support parents on the following issues:

- How to support the curriculum at home
- Definition and dynamics of bullying behavior
- On-line Safety and Cyberbullying awareness

Parent Education and Resources

- District together with the PTO, School Council, provides workshops for parents to attend
 - ex. Cyberbullying workshop to be held at Middle School in November
- Create resource library at each school where parents can check out materials
 - Books
 - Videos
- Assign an individual the point person for parents to contact to learn more ex. School Adjustment Counselor/School Psychologist

Parent Notification

- Provide parents with a letter each year that outlines the school district's antibullying program including the dynamics of bullying, cyberbullying, and online safety.

PART SEVEN: PROHIBITIONS

Acts of bullying, which include cyberbullying, are prohibited:

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

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, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

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

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

PART EIGHT: PROBLEM RESOLUTION

Any parent wishing to file a claim / concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Problem Resolution System (PRS). That information can be found at <http://doe.mass.edu/pqa>; emails can be sent to compliance@doe.mass.edu. Individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

PART NINE: DEFINITIONS

"Bullying," the repeated use by one or more individuals 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.

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

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

"Perpetrator", a student who engages in bullying or retaliation. Also known as "Aggressor."

"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.

"Victim," a student against whom bullying or retaliation has been perpetrated. Also known as "Target."

SCHOOL COMMITTEE POLICY

BULLYING IN SCHOOLS

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Stoneham Public Schools will endeavor to maintain a learning and working environment free of bullying. The Stoneham School Committee and all of the Stoneham Public Schools shall not tolerate bullying.

Definition:

“Bullying” is the repeated use by one or more individuals 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.

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

Bullying 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.

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

The school district shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

The school district 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 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.

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

The school district plan shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for

immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The school district shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

The school district shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook. The plan shall be posted on the website of each school district.

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school. A member of a school staff, including, but not limited to, an educator, administrator, school nurse, secretary, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

MGL: Chapter 92 of the Acts of 2010

Adopted: September 9, 2010

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

October 26, 2010

Dear Colleague:

In recent years, many state departments of education and local school districts have taken steps to reduce bullying in schools. The U.S. Department of Education (Department) fully supports these efforts. Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential. The movement to adopt anti-bullying policies reflects schools' appreciation of their important responsibility to maintain a safe learning environment for all students. I am writing to remind you, however, that some student misconduct that falls under a school's anti-bullying policy also may trigger responsibilities under one or more of the federal antidiscrimination laws enforced by the Department's Office for Civil Rights (OCR). As discussed in more detail below, by limiting its response to a specific application of its anti-bullying disciplinary policy, a school may fail to properly consider whether the student misconduct also results in discriminatory harassment.

The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964¹ (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972² (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973³ (Section 504); and Title II of the Americans with Disabilities Act of 1990⁴ (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.⁵ School districts may violate these civil rights statutes and the Department's implementing regulations when peer harassment based on race, color, national origin, sex, or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.⁶ School personnel who understand their legal obligations to address harassment under these laws are in the best position to prevent it from occurring and to respond appropriately when it does. Although this letter focuses on the elementary and secondary school context, the legal principles also apply to postsecondary institutions covered by the laws and regulations enforced by OCR.

Some school anti-bullying policies already may list classes or traits on which bases bullying or harassment is specifically prohibited. Indeed, many schools have adopted anti-bullying policies that go beyond prohibiting bullying on the basis of traits expressly protected by the federal civil

¹ 42 U.S.C. § 2000d *et seq.*

² 20 U.S.C. § 1681 *et seq.*

³ 29 U.S.C. § 794.

⁴ 42 U.S.C. § 12131 *et seq.*

⁵ OCR also enforces the Age Discrimination Act of 1975, 42 U.S.C. § 6101 *et seq.*, and the Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905. This letter does not specifically address those statutes.

⁶ The Department's regulations implementing these statutes are in 34 C.F.R. parts 100, 104, and 106. Under these federal civil rights laws and regulations, students are protected from harassment by school employees, other students, and third parties. This guidance focuses on peer harassment, and articulates the legal standards that apply in administrative enforcement and in court cases where plaintiffs are seeking injunctive relief.

rights laws enforced by OCR—race, color, national origin, sex, and disability—to include such bases as sexual orientation and religion. While this letter concerns your legal obligations under the laws enforced by OCR, other federal, state, and local laws impose additional obligations on schools.⁷ And, of course, even when bullying or harassment is not a civil rights violation, schools should still seek to prevent it in order to protect students from the physical and emotional harms that it may cause.

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. When such harassment is based on race, color, national origin, sex, or disability, it violates the civil rights laws that OCR enforces.⁸

A school is responsible for addressing harassment incidents about which it knows or reasonably should have known. In some situations, harassment may be in plain sight, widespread, or well-known to students and staff, such as harassment occurring in hallways, during academic or physical education classes, during extracurricular activities, at recess, on a school bus, or through graffiti in public areas. In these cases, the obvious signs of the harassment are sufficient to put the school on notice. In other situations, the school may become aware of misconduct, triggering an investigation that could lead to the discovery of additional incidents that, taken together, may constitute a hostile environment. In all cases, schools should have well-publicized policies prohibiting harassment and procedures for reporting and resolving ¹⁰complaints that will alert the school to incidents of harassment.

When responding to harassment, a school must take immediate and appropriate action to investigate or otherwise determine what occurred. The specific steps in a school's investigation will vary depending upon the nature of the allegations, the source of the complaint, the age of the student or students involved, the size and administrative structure of the school, and other factors. In all cases, however, the inquiry should be prompt, thorough, and impartial.

If an investigation reveals that discriminatory harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile

⁷ For instance, the U.S. Department of Justice (DOJ) has jurisdiction over Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c (Title IV), which prohibits discrimination on the basis of race, color, sex, religion, or national origin by public elementary and secondary schools and public institutions of higher learning. State laws also provide additional civil rights protections, so districts should review these statutes to determine what protections they afford (e.g., some state laws specifically prohibit discrimination on the basis of sexual orientation).

⁸ Some conduct alleged to be harassment may implicate the First Amendment rights to free speech or expression. For more information on the First Amendment's application to harassment, see the discussions in OCR's Dear Colleague Letter: First Amendment (July 28, 2003), available at <http://www.ed.gov/about/offices/list/ocr/firstamend.html>, and OCR's *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties* (Jan. 19, 2001) (*Sexual Harassment Guidance*), available at <http://www.ed.gov/about/offices/list/ocr/docs/shguide.html>.

⁹ A school has notice of harassment if a responsible employee knew, or in the exercise of reasonable care should have known, about the harassment. For a discussion of what a "responsible employee" is, see OCR's *Sexual Harassment Guidance*.

¹⁰ Districts must adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee sex and disability discrimination complaints, and must notify students, parents, employees, applicants, and other interested parties that the district does not discriminate on the basis of sex or disability. See 28 C.F.R. § 35.106; 28 C.F.R. § 35.107(b); 34 C.F.R. § 104.7(b); 34 C.F.R. § 104.8; 34 C.F.R. § 106.8(b); 34 C.F.R. § 106.9.

environment and its effects, and prevent the harassment from recurring. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy, and regardless of whether a student has complained, asked the school to take action, or identified the harassment as a form of discrimination.

Appropriate steps to end harassment may include separating the accused harasser and the target, providing counseling for the target and/or harasser, or taking disciplinary action against the harasser. These steps should not penalize the student who was harassed. For example, any separation of the target from an alleged harasser should be designed to minimize the burden on the target's educational program (*e.g.*, not requiring the target to change his or her class schedule).

In addition, depending on the extent of the harassment, the school may need to provide training or other interventions not only for the perpetrators, but also for the larger school community, to ensure that all students, their families, and school staff can recognize harassment if it recurs and know how to respond. A school also may be required to provide additional services to the student who was harassed in order to address the effects of the harassment, particularly if the school initially delays in responding or responds inappropriately or inadequately to information about harassment. An effective response also may need to include the issuance of new policies against harassment and new procedures by which students, parents, and employees may report allegations of harassment (or wide dissemination of existing policies and procedures), as well as wide distribution of the contact information for the district's Title IX and Section 504/Title II coordinators.¹¹

Finally, a school should take steps to stop further harassment and prevent any retaliation against the person who made the complaint (or was the subject of the harassment) or against those who provided information as witnesses. At a minimum, the school's responsibilities include making sure that the harassed students and their families know how to report any subsequent problems, conducting follow-up inquiries to see if there have been any new incidents or any instances of retaliation, and responding promptly and appropriately to address continuing or new problems.

When responding to incidents of misconduct, schools should keep in mind the following:

The label used to describe an incident (*e.g.*, bullying, hazing, teasing) does not determine how a school is obligated to respond. Rather, the nature of the conduct itself must be assessed for civil rights implications. So, for example, if the abusive behavior is on the basis of race, color, national origin, sex, or disability, and creates a hostile environment, a school is obligated to respond in accordance with the applicable federal civil rights statutes and regulations enforced by OCR.

When the behavior implicates the civil rights laws, school administrators should look beyond simply disciplining the perpetrators. While disciplining the perpetrators is likely a necessary step, it often is insufficient. A school's responsibility is to eliminate the

¹¹ Districts must designate persons responsible for coordinating compliance with Title IX, Section 504, and Title II, including the investigation of any complaints of sexual, gender-based, or disability harassment. *See* 28 C.F.R. § 35.107(a); 34 C.F.R. § 104.7(a); 34 C.F.R. § 106.8(a).

hostile environment created by the harassment, address its effects, and take steps to ensure that harassment does not recur. Put differently, the unique effects of discriminatory harassment may demand a different response than would other types of bullying.

Below, I provide hypothetical examples of how a school's failure to recognize student misconduct as discriminatory harassment violates students' civil rights.¹² In each of the examples, the school was on notice of the harassment because either the school or a responsible employee knew or should have known of misconduct that constituted harassment. The examples describe how the school should have responded in each circumstance.

Title VI: Race, Color, or National Origin Harassment

Some students anonymously inserted offensive notes into African-American students' lockers and notebooks, used racial slurs, and threatened African-American students who tried to sit near them in the cafeteria. Some African-American students told school officials that they did not feel safe at school. The school investigated and responded to individual instances of misconduct by assigning detention to the few student perpetrators it could identify. However, racial tensions in the school continued to escalate to the point that several fights broke out between the school's racial groups.

In this example, school officials failed to acknowledge the pattern of harassment as indicative of a racially hostile environment in violation of Title VI. Misconduct need not be directed at a particular student to constitute discriminatory harassment and foster a racially hostile environment. Here, the harassing conduct included overtly racist behavior (*e.g.*, racial slurs) and also targeted students on the basis of their race (*e.g.*, notes directed at African-American students). The nature of the harassment, the number of incidents, and the students' safety concerns demonstrate that there was a racially hostile environment that interfered with the students' ability to participate in the school's education programs and activities.

Had the school recognized that a racially hostile environment had been created, it would have realized that it needed to do more than just discipline the few individuals whom it could identify as having been involved. By failing to acknowledge the racially hostile environment, the school failed to meet its obligation to implement a more systemic response to address the unique effect that the misconduct had on the school climate. A more effective response would have included, in addition to punishing the perpetrators, such steps as reaffirming the school's policy against discrimination (including racial harassment), publicizing the means to report allegations of racial harassment, training faculty on constructive responses to racial conflict, hosting class discussions about racial harassment and sensitivity to students of other races, and conducting outreach to involve parents and students in an effort to identify problems and improve the school climate. Finally, had school officials responded appropriately

¹² Each of these hypothetical examples contains elements taken from actual cases.

and aggressively to the racial harassment when they first became aware of it, the school might have prevented the escalation of violence that occurred.¹³

• *Over the course of a school year, school employees at a junior high school received reports of several incidents of anti-Semitic conduct at the school. Anti-Semitic graffiti, including swastikas, was scrawled on the stalls of the school bathroom. When custodians discovered the graffiti and reported it to school administrators, the administrators ordered the graffiti removed but took no further action. At the same school, a teacher caught two ninth-graders trying to force two seventh-graders to give them money. The ninth-graders told the seventh-graders, "You Jews have all of the money, give us some." When school administrators investigated the incident, they determined that the seventh-graders were not actually Jewish. The school suspended the perpetrators for a week because of the serious nature of their misconduct. After that incident, younger Jewish students started avoiding the school library and computer lab because they were located in the corridor housing the lockers of the ninth-graders. At the same school, a group of eighth-grade students repeatedly called a Jewish student "Drew the dirty Jew." The responsible eighth-graders were reprimanded for teasing the Jewish student.*

The school administrators failed to recognize that anti-Semitic harassment can trigger responsibilities under Title VI. While Title VI does not cover discrimination based solely on religion,¹⁴ groups that face discrimination on the basis of actual or perceived shared ancestry or ethnic characteristics may not be denied protection under Title VI on the ground that they also share a common faith. These principles apply not just to Jewish students, but also to students from any discrete religious group that shares, or is perceived to share, ancestry or ethnic characteristics (e.g., Muslims or Sikhs). Thus, harassment against students who are members of any religious group triggers a school's Title VI responsibilities when the harassment is based on the group's actual or perceived shared ancestry or ethnic characteristics, rather than solely on its members' religious practices. A school also has responsibilities under Title VI when its students are harassed based on their actual or perceived citizenship or residency in a country whose residents share a dominant religion or a distinct religious identity.¹⁵

In this example, school administrators should have recognized that the harassment was based on the students' actual or perceived shared ancestry or ethnic identity as Jews (rather than on the students' religious practices). The school was not relieved of its responsibilities under Title VI because the targets of one of the incidents were not actually Jewish. The harassment was still based on the perceived ancestry or ethnic characteristics of the targeted students. Furthermore, the harassment negatively affected the ability and willingness of Jewish students to participate fully in the school's

¹³ More information about the applicable legal standards and OCR's approach to investigating allegations of harassment on the basis of race, color, or national origin is included in *Racial Incidents and Harassment Against Students at Educational Institutions: Investigative Guidance*, 59 Fed. Reg. 11,448 (Mar. 10, 1994), available at <http://www.ed.gov/about/offices/list/ocr/docs/race394.html>.

¹⁴ As noted in footnote seven, DOJ has the authority to remedy discrimination based solely on religion under Title IV.

¹⁵ More information about the applicable legal standards and OCR's approach to investigating complaints of discrimination against members of religious groups is included in OCR's Dear Colleague Letter: Title VI and Title IX Religious Discrimination in Schools and Colleges (Sept. 13, 2004), available at <http://www2.ed.gov/about/offices/list/ocr/religious-rights2004.html>.

education programs and activities (e.g., by causing some Jewish students to avoid the library and computer lab). Therefore, although the discipline that the school imposed on the perpetrators was an important part of the school's response, discipline alone was likely insufficient to remedy a hostile environment. Similarly, removing the graffiti, while a necessary and important step, did not fully satisfy the school's responsibilities. As discussed above, misconduct that is not directed at a particular student, like the graffiti in the bathroom, can still constitute discriminatory harassment and foster a hostile environment. Finally, the fact that school officials considered one of the incidents "teasing" is irrelevant for determining whether it contributed to a hostile environment.

Because the school failed to recognize that the incidents created a hostile environment, it addressed each only in isolation, and therefore failed to take prompt and effective steps reasonably calculated to end the harassment and prevent its recurrence. In addition to disciplining the perpetrators, remedial steps could have included counseling the perpetrators about the hurtful effect of their conduct, publicly labeling the incidents as anti-Semitic, reaffirming the school's policy against discrimination, and publicizing the means by which students may report harassment. Providing teachers with training to recognize and address anti-Semitic incidents also would have increased the effectiveness of the school's response. The school could also have created an age-appropriate program to educate its students about the history and dangers of anti-Semitism, and could have conducted outreach to involve parents and community groups in preventing future anti-Semitic harassment.

Title IX: Sexual Harassment

Shortly after enrolling at a new high school, a female student had a brief romance with another student. After the couple broke up, other male and female students began routinely calling the new student sexually charged names, spreading rumors about her sexual behavior, and sending her threatening text messages and e-mails. One of the student's teachers and an athletic coach witnessed the name calling and heard the rumors, but identified it as "hazing" that new students often experience. They also noticed the new student's anxiety and declining class participation. The school attempted to resolve the situation by requiring the student to work the problem out directly with her harassers.

Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Thus, sexual harassment prohibited by Title IX can include conduct such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of a sexual nature.

In this example, the school employees failed to recognize that the “hazing” constituted sexual harassment. The school did not comply with its Title IX obligations when it failed to investigate or remedy the sexual harassment. The conduct was clearly unwelcome, sexual (e.g., sexual rumors and name calling), and sufficiently serious that it limited the student’s ability to participate in and benefit from the school’s education program (e.g., anxiety and declining class participation).

The school should have trained its employees on the type of misconduct that constitutes sexual harassment. The school also should have made clear to its employees that they could not require the student to confront her harassers. Schools may use informal mechanisms for addressing harassment, but only if the parties agree to do so on a voluntary basis. Had the school addressed the harassment consistent with Title IX, the school would have, for example, conducted a thorough investigation and taken interim measures to separate the student from the accused harassers. An effective response also might have included training students and employees on the school’s policies related to harassment, instituting new procedures by which employees should report allegations of harassment, and more widely distributing the contact information for the district’s Title IX coordinator. The school also might have offered the targeted student tutoring, other academic assistance, or counseling as necessary to remedy the effects of the harassment.¹⁶

Title IX: Gender-Based Harassment

Over the course of a school year, a gay high school student was called names (including anti-gay slurs and sexual comments) both to his face and on social networking sites, physically assaulted, threatened, and ridiculed because he did not conform to stereotypical notions of how teenage boys are expected to act and appear (e.g., effeminate mannerisms, nontraditional choice of extracurricular activities, apparel, and personal grooming choices). As a result, the student dropped out of the drama club to avoid further harassment. Based on the student’s self-identification as gay and the homophobic nature of some of the harassment, the school did not recognize that the misconduct included discrimination covered by Title IX. The school responded to complaints from the student by reprimanding the perpetrators consistent with its anti-bullying policy. The reprimands of the identified perpetrators stopped the harassment by those individuals. It did not, however, stop others from undertaking similar harassment of the student.

As noted in the example, the school failed to recognize the pattern of misconduct as a form of sex discrimination under Title IX. Title IX prohibits harassment of both male and female students regardless of the sex of the harasser—i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their

¹⁶ More information about the applicable legal standards and OCR’s approach to investigating allegations of sexual harassment is included in OCR’s *Sexual Harassment Guidance*, available at <http://www.ed.gov/about/offices/list/ocr/docs/shguide.html>.

sex, or for failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.

Although Title IX does not prohibit discrimination based solely on sexual orientation, Title IX does protect all students, including lesbian, gay, bisexual, and transgender (LGBT) students, from sex discrimination. When students are subjected to harassment on the basis of their LGBT status, they may also, as this example illustrates, be subjected to forms of sex discrimination prohibited under Title IX. The fact that the harassment includes anti-LGBT comments or is partly based on the target's actual or perceived sexual orientation does not relieve a school of its obligation under Title IX to investigate and remedy overlapping sexual harassment or gender-based harassment. In this example, the harassing conduct was based in part on the student's failure to act as some of his peers believed a boy should act. The harassment created a hostile environment that limited the student's ability to participate in the school's education program (e.g., access to the drama club). Finally, even though the student did not identify the harassment as sex discrimination, the school should have recognized that the student had been subjected to gender-based harassment covered by Title IX.

In this example, the school had an obligation to take immediate and effective action to eliminate the hostile environment. By responding to individual incidents of misconduct on an *ad hoc* basis only, the school failed to confront and prevent a hostile environment from continuing. Had the school recognized the conduct as a form of sex discrimination, it could have employed the full range of sanctions (including progressive discipline) and remedies designed to eliminate the hostile environment. For example, this approach would have included a more comprehensive response to the situation that involved notice to the student's teachers so that they could ensure the student was not subjected to any further harassment, more aggressive monitoring by staff of the places where harassment occurred, increased training on the scope of the school's harassment and discrimination policies, notice to the target and harassers of available counseling services and resources, and educating the entire school community on civil rights and expectations of tolerance, specifically as they apply to gender stereotypes. The school also should have taken steps to clearly communicate the message that the school does not tolerate harassment and will be responsive to any information about such conduct.¹⁷

Section 504 and Title II: Disability Harassment

• *Several classmates repeatedly called a student with a learning disability "stupid," "idiot," and "retard" while in school and on the school bus. On one occasion, these students tackled him, hit him with a school binder, and threw his personal items into the garbage. The student complained to his teachers and guidance counselor that he was continually being taunted and teased. School officials offered him counseling services and a*

¹⁷ Guidance on gender-based harassment is also included in OCR's *Sexual Harassment Guidance*, available at <http://www.ed.gov/about/offices/list/ocr/docs/shguide.html>.

psychiatric evaluation, but did not discipline the offending students. As a result, the harassment continued. The student, who had been performing well academically, became angry, frustrated, and depressed, and often refused to go to school to avoid the harassment.

In this example, the school failed to recognize the misconduct as disability harassment under Section 504 and Title II. The harassing conduct included behavior based on the student's disability, and limited the student's ability to benefit fully from the school's education program (e.g., absenteeism). In failing to investigate and remedy the misconduct, the school did not comply with its obligations under Section 504 and Title II.

Counseling may be a helpful component of a remedy for harassment. In this example, however, since the school failed to recognize the behavior as disability harassment, the school did not adopt a comprehensive approach to eliminating the hostile environment. Such steps should have at least included disciplinary action against the harassers, consultation with the district's Section 504/Title II coordinator to ensure a comprehensive and effective response, special training for staff on recognizing and effectively responding to harassment of students with disabilities, and monitoring to ensure that the harassment did not resume.¹⁸

I encourage you to reevaluate the policies and practices your school uses to address bullying¹⁹ and harassment to ensure that they comply with the mandates of the federal civil rights laws. For your convenience, the following is a list of online resources that further discuss the obligations of districts to respond to harassment prohibited under the federal antidiscrimination laws enforced by OCR:

Sexual Harassment: It's Not Academic (Revised 2008):
<http://www.ed.gov/about/offices/list/ocr/docs/ocrshpam.html>

Dear Colleague Letter: Sexual Harassment Issues (2006):
<http://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>

Dear Colleague Letter: Religious Discrimination (2004):
<http://www2.ed.gov/about/offices/list/ocr/religious-rights2004.html>

Dear Colleague Letter: First Amendment (2003):
<http://www.ed.gov/about/offices/list/ocr/firstamend.html>

¹⁸ More information about the applicable legal standards and OCR's approach to investigating allegations of disability harassment is included in OCR's Dear Colleague Letter: Prohibited Disability Harassment (July 25, 2000), available at <http://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html>.

¹⁹ For resources on preventing and addressing bullying, please visit <http://www.bullyinginfo.org>, a Web site established by a federal Interagency Working Group on Youth Programs. For information on the Department's bullying prevention resources, please visit the Office of Safe and Drug-Free Schools' Web site at <http://www.ed.gov/offices/OESE/SDFS>. For information on regional Equity Assistance Centers that assist schools in developing and implementing policies and practices to address issues regarding race, sex, or national origin discrimination, please visit <http://www.ed.gov/programs/equitycenters>.

Sexual Harassment Guidance (Revised 2001):
<http://www.ed.gov/about/offices/list/ocr/docs/shguide.html>

Dear Colleague Letter: Prohibited Disability Harassment (2000):
<http://www.ed.gov/about/offices/list/ocr/docs/disabharassltr.html>

Racial Incidents and Harassment Against Students (1994):
<http://www.ed.gov/about/offices/list/ocr/docs/race394.html>

Please also note that OCR has added new data items to be collected through its Civil Rights Data Collection (CRDC), which surveys school districts in a variety of areas related to civil rights in education. The CRDC now requires districts to collect and report information on allegations of harassment, policies regarding harassment, and discipline imposed for harassment. In 2009-10, the CRDC covered nearly 7,000 school districts, including all districts with more than 3,000 students. For more information about the CRDC data items, please visit <http://www2.ed.gov/about/offices/list/ocr/whatsnew.html>.

OCR is committed to working with schools, students, students' families, community and advocacy organizations, and other interested parties to ensure that students are not subjected to harassment. Please do not hesitate to contact OCR if we can provide assistance in your efforts to address harassment or if you have other civil rights concerns.

For the OCR regional office serving your state, please visit: <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call OCR's Customer Service Team at 1-800-421-3481.

I look forward to continuing our work together to ensure equal access to education, and to promote safe and respectful school climates for America's students.

Sincerely,
/s/
Russlynn Ali
Assistant Secretary for Civil Rights

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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

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

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

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

Your contact information/telephone number: _____

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

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

9. Signature of Person Filing this Report: _____ **Date:** _____
(Note: Reports may be filed anonymously.)

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

FOR ADMINISTRATIVE USE ONLY

II. INVESTIGATION

- 1. Investigator(s): _____ Position(s): _____
- 2. Interviews:
 - Interviewed aggressor Name: _____ Date: _____
 - Interviewed target Name: _____ Date: _____
 - Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____
- 3. Any prior documented incidents by the aggressor? Yes No
If yes, have incidents involved target or target group previously? Yes No
Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

- 1. Finding of bullying or retaliation:
 - YES NO
 - Bullying Incident documented as _____
 - Retaliation Discipline referral only _____
- 2. Contacts:
 - Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____
 - District Equity Coordinator Date: _____ Law Enforcement Date: _____
- 3. Action Taken:
 - Loss of Privileges Detention Suspension
 - Community Service Education Other _____
 - Describe Safety Planning: _____
 - Follow-up with Target: scheduled for _____ Initial and date when completed: _____
 - Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____
 - Report forwarded to Principal: Date _____
 - Report forwarded to Superintendent: Date _____

Signature and Title: _____ Date: _____

Elementary Level Response Procedures Chart

Action Areas	1 st Offense	2 nd Offense	3 rd Offense
Skill-Building	<ul style="list-style-type: none"> - Individualized skill-building sessions with counselor, psychologist or principal. -Phone call home to parents or guardian to engage parental support and to reinforce the anti-bullying curricula 	<ul style="list-style-type: none"> -Individualized skill-building sessions - Meeting with parent or guardian to engage parental support and to reinforce the anti-bullying curricula -Work with a Peer Leader 	<ul style="list-style-type: none"> -Develop Plan
Disciplinary Action	<ul style="list-style-type: none"> -1 quiet lunch/recess - 	<ul style="list-style-type: none"> -2 quiet lunches/recesses - 	<ul style="list-style-type: none"> - 3 quiet lunches/recesses -
Safety for Target and Others	<ul style="list-style-type: none"> -Increased adult supervision in trouble spots 	<ul style="list-style-type: none"> -Increased adult supervision in trouble spots -Ensure students are seated apart in classroom and lunchroom 	<ul style="list-style-type: none"> -Increased adult supervision in trouble spots -

ADDENDUM TO POLICY 9-61-1

ATHLETIC CONCUSSION REGULATIONS

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.

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.

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!**

SECURITY

SERIES 10

ARTICLE I:

IN GENERAL

10-1

Visitor Security

10-2

Security Camera Visually Recorded Data Access Policy

VISITOR SECURITY

Visitor Management System

A. VISITOR MANAGEMENT SYSTEM

The visitor management system is a web based visitor management system, used during school hours, that has the ability to electronically scan visitor's driver's license or other government issued photo ID. The information from that ID is compared to a database that consists of registered sex offenders throughout the United States. The system quickly prints a visitor badge that includes a photo, name of the visitor, time, date and destination of the visitor.

When any visitor arrives (including all contractors and vendors), they will be greeted at the school building reception desk by a school security greeter. The greeter will scan the visitor's identification and if there is no alert indicated in the database, issue a badge with the visitor's name and destination.

Once the visitor's ID is scanned into the system his/her information is secured in the management database. Returning visitors do not need to have their IDs scanned again.

If the visitor does not have acceptable photo identification available, the designated security greeter will contact the building principal or designee to help assess the situation. The visitor will need to provide his/her identifying information such as date of birth, address, phone number, etc. If it is determined that the visitor is known and/or authorized to be on school grounds, the visitor's information will be manually entered into the system and if there is no alert indicated in the data base, he/she will be issued a badge.

The visitor badge is to be worn by the visitor at all times while in the building. The visitor will return to the main office and to the security greeter to check out when he/she is leaving the building. The visitor badge shall be returned to the security greeter and destroyed.

Visitors refusing to produce such ID or identifying information may be directed to leave the school. School principals may allow limited access based on their personal understanding of the situation and/or knowledge of the person in question. Such persons, however, should be manually entered into the system by the designated staff member and have their names checked against the data base.

B. VISITOR SYSTEM MATCH

The visitor management system database will show a match if the visitor has the same name and birth date or birth year as that of a registered sex offender.

If it appears that there is a **match**, the system operator will immediately contact the building principal or designee and the School Resource Officer. The Principal or their designee, School Resource Officer, will receive a text message from the system alerting them to the **match**. The security greeter will not allow entry into the building until the building Principal and the School Resource Officer assess the situation.

C. PARENTS AND LEGAL GUARDIANS WHO ARE ALLEGED REGISTERED SEX OFFENDERS

In the event an identified parent or legal guardian of a student is listed in the database, he/she may still be granted limited access to the school, while being escorted by school personnel. The building principal will determine when and where this person can go and who will supervise his/her visit.

The school principal, School Resource Officer, or designee will privately notify the parent or guardian that he/she appears to be matched with a person in the visitor management system database.

If the individual indicates that there is a mistake, he/she will be referred to the local law enforcement personnel.

The School Resource Officer will send a letter (Attachment A) to the identified individual on the guidelines that the parent or guardian must follow when at the school building. The building principal may add specific guidelines as appropriate.

The identified parent or guardian will not be permitted to mingle with students or walk through the school unescorted.

The identified parent or guardian who requires a teacher conference will be encouraged to do so when other children are not in class. When possible, the conference will be held in the school office conference room rather than the classroom.

Failure to follow these procedures may result in the identified parent and guardian being banned from the school building and school grounds.

D. POWER /INTERNET CONNECTION FAILURES

In the event that there is no power or internet service, the security greeter will request the visitor to present their ID. The school designated personnel will then utilize paper logs and paper visitor stickers. The logs will be entered into the system once the power or internet service has been restored.

E. DISCLAIMER

The visitor management system accesses various state databases for information on registered sex offenders. The Stoneham Public School District does not have the ability to maintain, update, or change in any way the data in these databases. If the data in the state database is incorrect, the individual will be responsible for contacting the specific state agency and getting the data corrected. The Stoneham Public School District will not be held liable or responsible for any errors, mistakes, or omissions in the state databases. The visitor management system does NOT conduct law enforcement criminal background checks. The system check does not replace a potential employee's or volunteer's required criminal history checks.

Source	Massachusetts General Laws, chapter 69, section 1P (Safe and Supportive Schools Framework Law)
First Reading	March 7, 2019
Second Reading	Waived March 21, 2019
Adopted	March 21, 2019
Policy Cross Reference	4-36 5-19
Related Resources	An Act Requiring Automated External Defibrillators in Schools, Chapter 443 of the Acts of 2016 (approved January 13, 2017). An Act Relative to the Reduction of Gun Violence, Bill H. 4376, Section 7 (approved July 30, 2014). An Act Relative to Medical Emergency Response Plans for Schools, Chapter 77 of the Acts of 2012 (approved April 18, 2012) Multi-Hazard Evacuation Plans for Schools, Section 363 of Chapter 159 of the Acts of 2000

ATTACHMENT A

Date

Dear _____ (Parent / Guardian):

The Stoneham Public School District utilizes a visitor management system. The system enables our schools to produce visitor badges and electronically check all visitors against registered sex offender databases. The overall goal of this system is to increase the safety of our schools.

The system indicates that you are listed as an alleged registered sex offender. In order to comply with the Stoneham Public School District procedures, we request that you adhere to the following guidelines when visiting your child's school:

- Allow staff to escort you to and from your destination in the school or on school grounds.
- Allow staff to supervise any interactions with students other than your child.
- Conduct meetings and other business with the school outside of school hours, when possible.
- Comply with requests from school staff, administrators, and school security personnel.
- ***(Any other accommodations or request for this parent requested by the school Principal)***

The Stoneham Public School District does not have the ability to maintain, update, or change in any way the data in the state databases. If you believe the data in the state database is incorrect, you should contact the specific state agency to get the data corrected.

Parent/Guardian involvement is a key component to student success in school. We value your participation in your child's education and seek to accommodate your involvement in our school. If you have any questions or concerns, please contact your child's school principal.

Sincerely,

Security Camera Visually Recorded Data Access Policy

Security camera visually recorded data will be accessible in each building by authorized designees only.

Camera Placement

Camera installations are only located in public areas such as hallways, athletic areas, large public gathering spaces, parking lots and public walkways. The purpose of these installations is to monitor public areas to provide a safe and secure environment for all students, staff and visitors. The cameras shall not be placed in areas where there may be reasonable expectation of privacy (e.g. rest rooms, locker rooms, private offices, department offices, conference rooms, staff lounges).

Signage and Notification

Signs are posted in public entryways to the buildings and at other conspicuous locations informing people that the building and grounds may be under video surveillance.

Limited Access to Recordings

- The superintendent or designee shall oversee video surveillance.
- Only individuals authorized by the Superintendent or designee may view the surveillance recordings.
- Police access will be determined in accordance with the Memorandum of Understanding with the Stoneham Police Department

Viewing

- Reviewing the recordings will occur only when a suspected crime or SPS School Handbook violation is committed inside or outside the building (e.g. vandalism, graffiti, etc.), or there is a claim of an injury or an incident that raises safety or security concerns.
- A logbook shall include the following details: the person(s) viewing the data, what event triggered the viewing, the date/time viewed, what was found on the recording, whether the data was copied or forwarded, and what consequences were imposed because of the recorded information.
- Information obtained through video surveillance may only be used for disciplinary investigations, security, law enforcement purposes, or in the course of any legal action or legal investigation. No sound is to be monitored or recorded in connection with the video surveillance system.
- The District shall address surveillance system misuse on a case-by-case basis.

Short Term Data Storage

- Security camera visually recorded data, with the exception of those segments that evidence a crime being committed or an SPS School Handbook violation, or there is a claim of injury or an incident that raises safety or security concerns will be retained for a maximum of 45 days. In no case shall Stoneham Public Schools be held liable for the

failure to maintain any recorded data for any period of time. All such recordings shall be treated as confidential and shall not be released to individuals or agencies outside of the District except through subpoena or other court order requiring such release.

- Any law enforcement agency may be provided with a duplicate of the recorded materials in conjunction with an investigation by that agency.
- Notification to the Superintendent's office shall take place for each duplication of data.

<i>First Reading</i>	<i>January 23, 2020</i>
<i>Second Reading</i>	<i>February 6, 2020</i>
<i>Adopted</i>	<i>February 6, 2020</i>
<i>Legal Reference</i>	

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