VISION STATEMENT

Our school community is multicultural and diverse. Revere celebrates this rich tapestry of heritage and aspirations and remains united in its efforts to realize the full intellectual, social, and physical potential of every child. In this endeavor, we shall maintain a safe environment that nurtures curiosity, dignity, and the promotion of social responsibility.

Our vision impels us to advocate the following:

We will endeavor to empower all members of our educational community in the decision-making process. The achievement of excellence requires the dedication, support, and understanding of all individuals.

Superior individual development is the goal for all of our children, and we will not be satisfied with lowered expectations of achievement. We realize this expectation will require the use of a broad range of instructional methodologies and curriculum offerings. We will support one another in the development of these skills and programs and will hold ourselves accountable.

Our schools must be hallmarked by innovation. We will encourage and support teachers to explore new methods and materials. Achievement of educational excellence is not within the domain of the timid. In order to meet the constantly changing needs of our students, the Revere schools must remain at the forefront in the use of instructional methodology and materials.

REVERE SCHOOL COMMITTEE

Mayor Brian M. Arrigo, Chair
Michael A. Ferrante, Vice-Chair
Gerry Visconti, Secretary
Susan Gravellese
Stacey A. Bronsden-Rizzo
Frederick A. Sannella
Carol A. Tye

Superintendent of Schools
Dianne Kelly, Ed.D.

Assistant Superintendents of Schools
Danielle Mokaba-Bernardo, Ed.D. – Curriculum, Instruction, and Assessment
Joshua Vadala, Ed.D. – Pupil and Personnel Services

Executive Director of Data and Accountability
Lourenco Garcia, Ed.D.
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PROFESSIONAL ISSUES

A. ATTENDANCE

All support staff are an important and integral part of the Revere Public Schools. Attendance is a crucial component to successful schools. If you need to be absent, please notify your principal.

B. CELL PHONES

- Cell phones must be turned off during class time.

- **Bus/Van Driver Cell Phone Policy**

  1. Text messaging from any Revere Public Schools (RPS) vehicle at any time is NOT ALLOWED. (Text capability has been removed from all RPS driver issued phones.)

  2. Talking on a cell phone when any RPS vehicle is in motion is NOT ALLOWED.
     1. If an emergency call must be made, the driver must pull over to a safe location, place the vehicle in park with the emergency brake engaged, and make the necessary call.
     2. The administration will limit calls to drivers from the office when it is expected that the vehicle is in motion. There are times when communication is necessary; for example, in the winter when we have a road advisory, or want a vehicle to wait for a city sander or plow. In such cases, the driver must pull over to a safe location, place the vehicle in park with the emergency brake engaged, and return the call to the office.

  3. There should be no personal calls made on either an RPS issued cell phone or personally owned cell phone when any RPS vehicle is in motion.

  4. The first violation of this policy will result in the employee’s suspension for a 2-week (14-day) period without pay, including both regular and overtime compensation.

     The second violation of this policy will result in the termination of employment.

C. CONFIDENTIALITY

It is important to respect the confidentiality of students and parents. There should be no casual discussion of individual student behavior or performance.

Educational conversation about students should take place between appropriate staff in a setting that ensures confidentiality, not in the corridors, teachers’ room, or public areas. Conversations with parents about student’s behavior/performance should also be conducted in a nonpublic area.

For issues regarding e-mail, see Acceptable Use Policy – rule #6, Appendix A. Please be aware that e-mail communication is subject to release under the Freedom of Information Act.

D. CRIMINAL OFFENDER RECORD INFORMATION (C.O.R.I.)

It shall be the policy of the Revere 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.
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. (See Appendix B Forms).

E. FINGERPRINT REQUIREMENTS

In accordance with Education Law 603 CMR 51.00 Criminal History Checks for School Employees (See website http://www.doe.mass.edu/lawsregs/603cmr51.html)

Section 51.05:

All RPS employees are required to process their finger prints through an approved SAFIS location

1. This is a State regulation that further relates to individual DESE license.
2. When registering on line staff members will be asked to pay ($55 for licensed teacher, $35 for support staff) prior to making an appointment.
3. This is an individual professional responsibility to comply with this process. Only finger print processing through an approved SAFIS center will meet this requirement, finger prints obtained by staff members from other obligations (Firearm ID Card…) do not meet this requirement.
4. Upon completion of the process staff members should receive a receipt from the SAFIS finger print center, staff members should hold on to this receipt, you may be asked to produce this if there is an issue with your results returning to the district. The district will be notified within 72 hours of the results but we may need the receipt to verify your compliance if we do not get notified. (See Appendix B Forms).

F. DRESS

Staff dress should reflect the professional position of the employee and should be exemplary of the students with whom the professional employee works. If an employee fails to dress appropriately for his/her professional position, s/he may be spoken to by the administration. Continual infractions may result in disciplinary action. Inappropriate attire includes but is not limited to: short shorts, mini skirts, tank tops, crop tops, spandex, clothing that exposes undergarments/midriffs, or clothing with advertising for liquor, tobacco or drugs; any clothing containing suggestive or obscene words, phrases, and/or pictures.

G. ELECTRICAL EQUIPMENT

Electronic devices, including but not limited to radios, CD players, space heaters, fans, toasters, toaster ovens, microwaves, coffee-makers, etc. may not be used in the building without prior written permission from the principal.

H. ID BADGES

ID badges must be worn by all school staff when entering and exiting the schools and throughout the day. ID’s must be visible, either clipped to a shirt or worn from a strap around the neck.

I. JURY DUTY

Please make every effort to schedule jury duty when school is not in session (jury duty can be postponed and rescheduled within a year). Your presence is very important to your students.

J. MEDIA INQUIRIES

All media (tv, newspapers, radio, etc.) inquiries should be directed to the building principal. Staff should not talk with the media without prior approval from the building principal.
K. NON-DISCRIMINATION POLICY

It is the policy of the Revere Public Schools not to discriminate on the basis of race, gender, gender identity, color, religion, sexual orientation, national origin, age, handicap or homelessness in its education programs, services, activities, or employment practices as required by Chapter 151B of the General Laws of 1947; Chapter 622 of the Acts of 1971, Massachusetts General Laws, Title IX of the 1972 Education Amendments; and Section 504 of the Rehabilitation Act of 1973.

L. TOBACCO USE

Both the Department of Public Health and the Department of Education require that we make increased efforts to enforce our no-tobacco policy. To that end, the Tobacco Control Collaborative will be providing us with agents of the Board of Health to enforce our previously unenforced tobacco-free schools policy. (See Appendix A)

Please note the penalty for staff violations as delineated in the policy distributed throughout the schools:

First Violation - Written reprimand placed in personnel file
Second Violation - One-day suspension (or completion of a smoking cessation program)
Third Violation – Five-day suspension (or completion of a smoking cessation program)

M. NO TOBACCO/ALCOHOL AT SCHOOL RELATED EVENTS

THERE CAN BE NO SMOKING AND NO CONSUMPTION OF ALCOHOL AT ANY OF THE EVENTS THAT OUR CHILDREN ATTEND.

No parents, no guests, no teachers may drink and/or smoke in the presence of our students at school related events. If you are celebrating in a public place that allows smoking and serves alcohol, please be careful that our school population is kept substantially separate from the smoking and/or drinking public.

N. PERMISSION TO PUBLISH RELEASE FORM

From time to time support staff may be videotaped for an educational or cable TV show, or will be photographed or their names may be used in an article for the newspaper, newsletter, award ceremonies, bulletin boards, web pages, classroom memory books, and other related purposes. If you do NOT wish to be videotaped, photographed or to have your name or writings used, please send a letter indicating this to your school principal. (See Appendix B Forms)

O. REFRESHMENTS

1. Beverages in school (except plain water, but including and not limited to coffee, tea, hot chocolate, soda, etc.) must be consumed by using a covered thermal cup.
2. Chewing gum in school is not professional, and sets a bad example for students, who are not allowed to do the same. Chewing gum is not allowed.

P. PHYSICAL CONTACT BETWEEN EMPLOYEES AND STUDENTS

See Appendix A for the Revere Public Schools policy; the purpose of the policy is to provide all employees with guidance and direction with respect to physical contact between employees and students.
Q. SECURITY AND SAFETY
Building security and the safety of students and staff is the responsibility of all. Any staff member who
notices an individual(s) in the building not wearing an I.D. or visitor’s badge must notify building
administration immediately. All employees of the Revere Public Schools are expected to ensure that all
students and staff are safe at all times.

ID badges must be worn by all school staff when entering and exiting the schools and throughout the day.
ID’s must be visible, either clipped to a shirt or worn from a strap around the neck

R. SIGN IN / OUT

At the beginning and end of each school day, all staff must sign in and out at the designated building
office.

S. SUPERVISION OF STUDENTS

Safety of children is of utmost concern. Students are not to be left unsupervised.

U. DELAYED OPENING

All faculty and staff are required to report as close to their normal start time as is safely possible.

V. SICK CALL IN FOR CUSTODIANAL/MAINTENANCE STAFF

Custodians and maintenance staff must call in one hour prior to the start of their regular shift.

W. ELECTRONIC STORAGE

Under no circumstances should any faculty or staff member store private student/staff information on a
portable electronic device (flash drive, ipad, laptop, etc.).

X. STAFF MAILBOXES

No materials should be placed in faculty or staff mailboxes except with the permission of the
Superintendent/Superintendent’s designee.

Y. COMPUTER CLOSE-DOWN

Please follow these steps to shut down your computer:

1. When leaving the classroom and when leaving the building, log off and, if possible, shut off the monitor.
2. All staff are responsible for safeguarding confidential information stored in school computers.
   When appropriate, computers should be locked when left unattended.
3. This procedure is subject to change based on e-mail/communications from the technology staff. Follow their directives.

Z. HOMELESS

Please contact building principal for referral to homeless liaison.
A. STAFF EMERGENCY FORM

For school/medical personnel to respond effectively to staff emergencies, we ask that every staff member provide contact information at the beginning of each school year and whenever information changes. (See Appendix B)

B. EMPLOYEE ACCIDENTS

Staff injured while on the job must immediately report their injury to the principal, complete the “Employee’s First Report of Injury” form (see Appendix B for sample form), and return completed form to the principal. Forms are available in the principal’s office.

C. EMPLOYEE MEDICAL CARE POLICY

Whenever, in the judgment of a school nurse or an administrator, a staff member is in need of emergency medical care which requires transportation to a hospital, the nurse or administrator will call for an ambulance, regardless of whether the staff member has medical insurance and regardless of whether the staff member consents to the calling of the ambulance.

In the event that the staff member is uninsured, the fee for the ambulance service, but not the fee for the subsequent treatment at the hospital, will be paid by Revere Public Schools.

D. UNIVERSAL PRECAUTIONS

The use of universal precautions for the prevention of communicable diseases rests on the application of a high standard of protection against direct contact with blood or body fluids. Universal precautions involves the following considerations:

Gloves! Gloves! Gloves!

Gloves must be worn whenever direct contact with blood or body fluids may occur. Gloves may not be necessary if the ‘no touch’ technique is used; however, when exposure to body substance is likely to occur, gloves must be worn.

The nurse in each building will supply all staff with a pair of gloves at the beginning of each school year. Replacement gloves are available in the health suite. Persons with latex sensitivity should inform the school nurse and alternative protective gloves will be supplied.

Custodians should be called to clean blood and body fluids (i.e., vomit, urine) in accordance with acceptable OSHA standards.

E. SUICIDE INTERVENTION PROTOCOL

Any school employee who identifies a student as expressing the desire to harm self or others will contact the school social worker/psychologist, and/or school nurse to discuss these concerns. This expression of a desire to harm self or others may present itself in verbal expression, written language, art, or observed changes in behavior.

The school social worker/psychologist/nurse will investigate the matter in order to assess the appropriate level of response, which may include an interview with the student.

The building administrator will also be notified.
How to Do the Heimlich Maneuver

Step 1:
Ask the choking person to stand if he or she is sitting.

Step 2:
Place yourself slightly behind the standing victim.

Step 3:
Reassure the victim that you know the Heimlich maneuver and are going to help.

Step 4:
Place your arms around the victim's waist.

Step 5:
Make a fist with one hand and place your thumb toward the victim, just above his or her belly button.

Step 6:
Grab your fist with your other hand.

Step 7:
Deliver five upward squeeze-thrusts into the abdomen.

Step 8:
Make each squeeze-thrust strong enough to dislodge a foreign body.

Step 9:
Understand that your thrusts make the diaphragm move air out of the victim's lungs, creating a kind of artificial cough.

Step 10:
Keep a firm grip on the victim, since he or she can lose consciousness and fall to the ground if the Heimlich maneuver is not effective.

Step 11:
Repeat the Heimlich maneuver until the foreign body is expelled.
APPENDIX A

POLICIES

No Tobacco Policy..................................................................................................................A1
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REVERE PUBLIC SCHOOLS

NO TOBACCO SCHOOL POLICY

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

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

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

*In all cases, smoking materials will be confiscated.

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

**Visitor Violations:**
- First Violation--Notify visitor of the No Tobacco Policy and the prohibition of smoking on school grounds
- Second Violation--Reminder of the No Tobacco Policy and the potential negative impact of visitor smoking on tobacco tax based school funding. Provide a listing of smoking cessation programs
REVERE PUBLIC SCHOOLS
DRUG FREE WORKPLACE POLICY

Illegal drugs in the workplace are a danger to all of us. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work we do. We will not tolerate the illegal use of drugs in the Revere Public Schools – and now by law, we cannot.

In compliance with the Federal Drug-Free Workplace Act, the Revere Public Schools is committed to maintaining a drug free workplace. Under provisions of the law, at any site at which school business is conducted, all employees are absolutely prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances or alcohol in the workplace. The following is a partial list of controlled substances: narcotics, cannabis, stimulants, depressants, and hallucinogens. A complete list is available in the superintendent’s office upon request.

Employees have the right to know the dangers of drug abuse in the workplace, the Revere Public Schools’ policy about them, and the assistance available to combat drug problems. The Revere Public Schools shall guarantee privacy and confidentiality to those employees seeking and/or accepting services.

Any employee violating the above policy is subject to appropriate personnel action, up to and including termination and/or referral for prosecution for the first offense. However, the recommended course of action, when circumstances warrant, it to have employees obtain rehabilitative help through a referral assistance program, up to and including those benefits under their health coverage. Employees may self-refer, may be referred by their immediate supervisor and/or bargaining unit representative, or may be referred by their families.

As a condition of employment, all employees of the Revere Public Schools are required to comply with the prohibition against drugs in the workplace, and to notify the superintendent of schools, within five (5) days, of any criminal drug statute conviction for a violation occurring within the workplace.

Under federal law, the superintendent must notify the contracting federal agency within ten (10) days of receipt of notice of a criminal drug statute conviction for a violation occurring within the workplace. Within thirty (30) days of receiving notice, the School Committee must take appropriate personnel action against the employee up to and including termination, and/or require the employee to participate in an approved substance abuse assistance or rehabilitation program. Such programs may or may not be fully covered by health insurance benefits.
Safe and Drug Free Schools - Policy Addition

The community at large, parents, staff, and students all deserve to know that they are in a safe and healthy environment. To that end, the Revere Public Schools embraces initiatives to increase awareness and provide maximum safety in schools and at school events. In order to provide a safe and healthy work and learning environment, the Safe and Drug Free Schools Policies will be amended to embrace the following components.

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

The Revere Public Schools (RPS) may at times use portable breathalyzer devices to detect alcohol use by students entering into any school sponsored events and/or functions, or at a time when a student may be exhibiting behaviors consistent with being under the influence of alcohol at such events or during the school day. In cases where the student refuses such test, and there is evidence that the student may be under the influence of alcohol, the appropriate authorities will be summoned.
I. General Statement of Policy
The Revere Public Schools (RPS) is committed to providing faculty, staff, and students with a learning and working environment that is free from harassment (verbal and/or physical) based on gender, gender identity, race, religion, national origin, ethnic background, age, sexual orientation, or disability. The goal is to maintain a school climate that is conducive to learning, and therefore supportive and respectful.

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

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

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

II. Definition of Types of Harassment and Examples

A. General Definition of Harassment

"Harassment" is defined as conduct that:

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

2. interferes with a student's academic performance or learning opportunities; or interferes with an employee's work, continued employment or advancement opportunities.

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

B. Bullying

1. Definition

Bullying is defined as the act of one or more individuals deliberately and repeatedly humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

2. Examples

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

1. Definition
"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and/or other verbal conduct or communications of a sexual nature.

Sexual harassment can occur adult to student, student to adult, adult-to-adult, student-to-student, male to female, female to male, female to female, and/or male to male. Sexual harassment can be based on gender, gender identity, or sexual orientation.

2. Examples

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

D. Teen dating violence

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

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

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

Physical:
- Hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, arm-twisting
- Intimidation, blocking exits, punching walls, knocking things around
- Damaging or destroying another's property
- Restraining, pinning someone to the wall, blocking someone’s movements
- Stalking of an individual by someone who maintains unwanted physical proximity, though not necessarily visible, causing that individual emotional and/or physical discomfort
E. Harassment based on race, color, national origin, religion or disability

1. Definition

Harassment on the basis of race, color, national origin, religion or disability is unwelcome verbal, written, or physical conduct relating to the characteristics of a person's race, color, national origin, religion, or disability that:

a. unreasonably interferes with an individual's educational or work performance; or
b. creates an intimidating, hostile, or offensive educational or work environment.

2. Examples of harassment based on race or color

- Using nicknames that emphasize racial stereotypes
- Graffiti containing racially offensive language
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving race or color
- Racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color
- Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading members of specific racial or ethnic groups
- Physical acts of aggression or assault upon another because of, or related to, race or color

3. Examples of harassment based on national origin or religion

- Comments on a manner of speaking or proficiency with the English language
- Negative comments regarding surnames, customs, and/or language
- Graffiti containing offensive language which is derogatory to others because of their national origin, ethnicity, or religion
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving national origin or religion
- Threatening or intimidating conduct directed at another because of the other's national origin, ethnicity, or religion
- Jokes or rumors based upon an individual's national origin, ethnicity, or religion
- Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of specific ethnic or religious groups
- Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion

4. Examples of harassment based on disability

Disability harassment includes harassment based on a person's disabling mental and/or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition.

- Imitating manner of speech or movement
- Interfering with necessary equipment
- Bullying
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving physical and/or mental disability
- Threatening or intimidating conduct directed at another because of the other's physical and/or mental disability
- Jokes or rumors based on an individual's physical and/or mental disability
- Physical acts of aggression or assault upon another because of, or related to, an individual's physical and/or mental disability
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical and/or mental disability

The above referenced descriptions of inappropriate conduct represent examples, and are not intended to serve as an all inclusive list.
If you are unsure as to whether you have been a victim of any form of harassment, or if you have knowledge of an incident of harassment, you must contact your school principal, equity coordinator, or other appropriate school staff member with any questions that you may have.

III. Procedures for Reporting and Investigating Complaints

A. Reporting Complaints

Any member of the school community who believes that s/he has been the victim of harassment (as defined above) by an administrator, teacher, pupil, visitor, or other personnel of the Revere Public Schools, or who has knowledge of any of the above, must report the alleged acts as soon as possible.

A harassment complaint may be made to the principal, equity coordinator, or any other school personnel with whom the complainant feels comfortable. The equity coordinator is a member of the faculty from each Revere Public School who has received additional training to deal with issues of harassment. Each building principal shall provide the name of the equity coordinator, when such information is requested. If the report is made to someone other than the principal, it becomes the responsibility of that person to report the complaint to the principal in writing using the forms that are available in every principal's office or in the Office of the Superintendent of Schools.

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

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

B. Investigation

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

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

Whenever possible, the principal will complete the investigation and report within twelve (12) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. **If the allegations are sustained, the principal, or in a case against an employee, the Superintendent (or designee) must take immediate corrective and/or disciplinary action to resolve the situation.** Such action may include, but is not limited to, requiring an apology, direction to stop the offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge.
As soon as the investigation is completed, all formal records of harassment will be forwarded to the Title IX/Chapter 622 coordinator. Access to these records will be limited to the superintendent and the Title IX/Chapter 622 coordinator. Anyone who is disciplined under this procedure will have the right to appeal to the superintendent of schools within ten (10) working days of receipt of the concluding report.

This procedure does not limit an individual’s ability to file a formal complaint with the Massachusetts Department of Elementary & Secondary Education, 75 Pleasant Street, Malden, MA 02148 (781) 338-3300, or with the United States Office for Civil Rights, John W. McCormack Post Office & Courthouse, Boston, MA 02109, (617) 223-9669, or within six (6) months, with the Massachusetts Commission Against Discrimination (MCAD) at One Ashburton Place, Rm. 601, Boston, MA 02108, (617) 727-3990.

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

C. Confidentiality

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

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

IV. Provision against retaliation

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

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

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

V. Dissemination of policy

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

A. Mandated Reporter

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

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

B. Caretakers

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

C. Abuse/Neglect

1. *Abuse* includes: Non-accidental commission of any act by a caretaker which causes or creates a substantial risk or harm or threat of harm to a child’s well-being; and the commission of a sex offense against a child.

2. *Neglect* includes: Failure by caretaker, either deliberately or through negligence, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision or other essential care; and physical dependence of a child upon an addictive drug at birth.

3. *Serious Physical Injury* includes: Any non-trivial injury, death, malnutrition and failure to thrive.

4. *Serious Emotional Injury* means an extreme emotional condition such as severe state of anxiety, depression, or withdrawal.
II. Reporting Procedures

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

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

DCF area office telephone number   (9:00 am – 5:00 pm) 617-660-3400

(Ask for Screening Unit)

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

1-800-792-5200

3. It is recommended that the building principal or designee inform the family that a referral to DCF is being made to help the family, unless informing the family would increase the risk to the child.

4. Upon completion of DCF investigation, a written report will be sent by DCF to the person filing the initial report.

5. All records concerning reports of suspected abuse or neglect are held and kept in confidence at the office of the building principal or designee.
Revere Public Schools
Technology Department

Revere Public Schools Instructional Network
Acceptable Use Policy – Student/Family Agreement

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

I understand that:

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

Signatures of both student and parent/guardian for the above contract appear on the sign-off sheet on the front cover of the handbook.

The sign-off sheet with the signatures signify that all parties have read and understand the above contract and abide by all rules of the Acceptable Use Policy.
Members of the Revere Public Schools community are responsible for good behavior on school technology networks. General school rules for behavior and communications apply. The network is provided by the Revere Public Schools community to conduct research and, if appropriate, to communicate with others. Access to network services will be provided to those who act in a considerate and responsible manner.

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

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

I. PERSONAL RESPONSIBILITY

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

II. ACCEPTABLE USES

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

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

B. Unacceptable Uses of Network
The following uses are considered unacceptable:

a) Violating the law or encouraging others to violate the law.
b) Transmitting offensive or harassing messages including cyber-bullying.
c) Using RPS technology for a primarily commercial, social and/or entertaining nature, with no related educational purpose.
d) Using RPS technology to view, transmit or download pornographic or otherwise objectionable materials.
e) Using RPS technology to transmit confidential materials. Providing private information about oneself and any other individual over the Internet, including credit card or social security numbers (unless for approved uses, such as college or employment applications).
f) Using RPS technology to download and/or use any program, partial program, peer-to-peer software or game.
g) Using the network to cause harm to others or to their property.
h) Using the network to access, modify, or destroy a file that has been created by another.
i) Sharing passwords or assigned accounts.
j) Knowingly engaging in activities that expose RPS technology to viruses, harmful software, or physical damage.
k) Hacking activities or circumventing security measures on school or remote devices.
l) Unauthorized copying, downloading, or distributing of copyrighted software or materials. This includes, but is not limited to, e-mail, text files, program files, image files, database files, sound files, music files, and video files.

m) Plagiarizing.

n) Spamming or the unauthorized use of RPS distribution lists for e-mails. This includes creating or forwarding chain letters or pyramid schemes of any type.

o) Distributing jokes, stories, or other materials that are based upon slurs or stereotypes relating to race, gender, gender identity, ethnicity, nationality, religion, or sexual orientation.

p) Bypassing RPS filtration (e.g., use of proxy servers).

q) Any other use deemed unacceptable by RPS.

The Revere Public Schools assumes no responsibility for:

a. Any unauthorized charges of fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.

b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.

c. Any cost, liability or damages caused by a user’s violation of these guidelines.

d. Any information or materials that are transferred through the network including inaccurate or unreliable information.

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

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

III. INTERNET SAFETY

A. Individual Responsibility

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

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

B. Personal Safety

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

C. Confidentiality of Student Information

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

D. Active Restrictive Measures

RPS, either by itself or in combination with the Internet Service Provider (ISP), utilizes filtering or blocking software or other monitoring technologies to prevent students from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Although filtering software and monitoring efforts are designed to make the Internet an educational and safe experience, they cannot completely eliminate the risk that students will be able to access inappropriate material.

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

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

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

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

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

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

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

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

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

By signing the Contract, the user takes full responsibility and agrees to hold harmless and indemnify RPS, its Internet Service Provider (ISP), the City of Revere, and the RPS, its ISP officers, and the City’s employees, agents, representatives, administrators, teachers, volunteers and staff, from any and all claims, losses, damages, injuries, or costs or fees (including attorney’s fees) of any kind resulting from the user's access to the RPS technology, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user, or if the user is a minor, the user’s parent/guardian agrees to cooperate with the district in the event of the school’s initiating an investigation of a user's access to its technology network and the Internet, whether that use is on a school device or on another device outside the network.

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

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

A. Revere’s Website
The purpose of the RPS website is to encourage and enhance teaching and learning, and to provide accurate and timely information about our school system.
• All webpages will be official publications of RPS.
• The district webmaster will oversee all RPS webpages.
B. Publishing Guidelines
RPS has established guidelines for publishing on the district’s website:

- RPS webpages must have common elements of consistent form and quality content, and must follow copyright laws and software licensing regulations.
- All subject matter, including links, should relate to curriculum, instruction, school activities; general information supporting student safety, growth, and learning; or information of interest to the public.

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

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

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

The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at school and during school-sponsored functions. It is an area of educational policy, judgment, and law which is fraught with uncertainties and changing standards. What constitutes appropriate physical contact in one circumstance may be totally inappropriate in another. At the outset, the decision of whether or not to touch a student must be made by the employee involved. Once it occurs, its appropriateness will depend on a variety of factors, not the least of which will be the student’s reaction and responses of other adults. The School Committee believes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner which is educationally sound and acceptable both within the professional community and the community at large.

GENERAL PRINCIPLES:

1. All physical contact between employees and students should have a valid educational purpose and objective, meeting the student’s (not the staff member’s) needs.

2. The use of physical contact or force in order to impose the staff member’s will upon a student, except in an emergency situation, is strictly prohibited.

3. Employees who observe physical contact between students and employees which they deem to be inappropriate are expected to report said observations to the building principal and/or the superintendent of schools as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected.

4. Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, content, location, circumstances, age, and sex are all considerations which may be relevant. Examples: Having a first grade child sit on one’s lap during a group picture taking session may be perfectly appropriate, while having fifth-grade students of either sex sit on one’s lap during a movie is not appropriate. Holding or comforting a first-grader who has fallen and is crying may be appropriate, whereas placing a hand on a child’s head to redirect his attention to the front of the room is not.

5. Touching students under clothing, in the genital areas, or on the buttocks or breasts, except in an emergency situation, is prohibited.

6. Whether or not an emergency situation exists depends upon an objective rather than a subjective standard.

7. Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, may result in disciplinary action which may include dismissal.

SUMMARY:

Given the complexity of this issue, the School Committee recognizes that some employees may deal with it by implementing a practice of never touching students. That is not the School Committee’s intent or objective. It is expected that any physical contact between an employee and a student will have a legitimate purpose consistent with the schools’ role as educator and caretaker of minor children.
The Revere Public Schools
Restraint Prevention and Behavior Support Policy and Procedures
(based on 603 C.M.R. 46.00, effective 1/1/16)

OVERVIEW

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

DEFINITIONS

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

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

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

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

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

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

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

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

PROHIBITIONS

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

SPECIFIC RIGHTS

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

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

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

**Requirements for Use of Physical Restraint**

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

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

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

**Safety**

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

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

**Duration**

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

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

**Follow-up**

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

**Prone and Floor Restraints**

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical...
contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

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

REPORTING PHYSICAL RESTRAINT USE

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

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

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

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

ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

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

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

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

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

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

SPECIFIC PROCEDURES

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

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

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

View complete Restraint Prevention and Behavior Support Policy and Procedures at www.revereps.mec.edu

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

- Cell phones must be turned off during class time.

**Bus/Van Driver Cell Phone Policy**

a. Text messaging from any Revere Public Schools (RPS) vehicle at any time is NOT ALLOWED. (Text capability has been removed from all RPS driver issued phones.)

b. Talking on a cell phone when any RPS vehicle is in motion is NOT ALLOWED.
   1. If an emergency call must be made, the driver must pull over to a safe location, place the vehicle in park with the emergency brake engaged, and make the necessary call.
   2. The administration will limit calls to drivers from the office when it is expected that the vehicle is in motion. There are times when communication is necessary; for example, in the winter when we have a road advisory, or want a vehicle to wait for a city sander or plow. In such cases, the driver must pull over to a safe location, place the vehicle in park with the emergency brake engaged, and return the call to the office.

c. There should be no personal calls made on either an RPS issued cell phone or personally owned cell phone when any RPS vehicle is in motion.

d. The first violation of this policy will result in the employee’s suspension for a 2-week (14-day) period without pay, including both regular and overtime compensation.

The second violation of this policy will result in the termination of employment.
Revere Public Schools

Bullying Prevention and Intervention Plan

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

Priority Statement
The Revere Public Schools (RPS) is committed to providing all students with a safe learning environment that is free from any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. We will promptly investigate all reports and complaints of bullying, cyberbullying, and/or retaliation, and take immediate action to end that behavior and to restore the target’s sense of safety. The RPS expects that all members of the school community will treat each other in a civil manner and with respect.
We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including but not limited to race, color, religion, ancestry, national origin, sex, sexual orientation, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

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

**Bullying, Cyberbullying, and Retaliation is prohibited:**

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

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

(See definition listed in Appendix A)

**Procedures for Reporting**

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

Anyone, including a parent or guardian, student, or RPS staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously.
A staff member who witnesses, receives information regarding an incident of bullying, cyberbullying, and/or retaliation, or may suspect a student is a victim of bullying, cyberbullying and/or retaliation, will report immediately to the principal or assistant/vice principal.

Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, monitors, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

Investigation of Complaint

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

At the start of an investigation, the principal or assistant/vice principal will fill out an incident report form. During the investigation, the principal or assistant/vice principal will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or assistant/vice principal will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. If the principal or assistant/vice principal determines that bullying, cyberbullying or retaliation has occurred, he/she shall:

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

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

In addition to reporting all incidents of bullying, cyberbullying, and/or retaliation deemed to be of a criminal nature, the principal or assistant/vice principal will report any investigated incidents to school resource officers or designated police personnel. Any incidents of continued bullying, cyberbullying, and retaliation will be reported to police.
Notice to Another School or District

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

Notice to Law Enforcement

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

In making this determination, the principal or assistant/vice principal will, consistent with the Bullying Prevention and Intervention Plan and with applicable RPS policies and procedures, consult with the school resource officer, if any, and other individuals that the principal deems appropriate.

Responses to Bullying

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

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

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

Taking Disciplinary Action

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

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

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

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

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

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary
action, the principal or assistant/vice principal 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
assistant/vice principal will work with appropriate RPS staff and further disciplinary action may be taken.

Professional Development for Revere Public Schools Staff
The RPS must provide ongoing professional development to increase the skills of all staff members to prevent,
identify, and respond to bullying, cyberbullying, and/or retaliation. The goal of professional development is to
establish a common understanding of all of the elements of the districts Anti-Bullying Program.
The content of such professional development/staff training may include, but not be limited to:

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

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

**District-Wide Anti-Bullying Curriculum**

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

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

**Parent Education and Resources**

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

**Revere Public Schools Anti-Bullying Tiered Support**

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

RHS Gay Straight Alliance: MS / HS Power of Know Club: Direct Referral to School Adjustment Counselor or Equity Coordinator: School Based Student At-Risk Meetings

Definition of Terms

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

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

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

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

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

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

1. Name of Reporter/Person Filing the Report: ________________________________
   (Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: _______Target of the behavior _______ Reporter

3. Check whether you are a: ____Student ____ Staff member
   _____ Other (___________________) _______Parent _______Administrator

4. If student, state your school: ________________________________ Grade: ___

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

6. Information about the Incident:
   • Name of Target (of behavior): ________________________________
   • Name of Aggressor(s) (Person who engaged in the behavior): __________________
   • Date(s) of Incident(s): ________________________________
   • Time When Incident(s) Occurred: ______________________________
   • Location of Incident(s) (Be as specific as possible): ______________________________

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Witnesses (List people who saw the incident or have information about it):
   Name: ________________________________ □ Student □ Staff □ Other ____________
   Name: ________________________________ □ Student □ Staff □ Other ____________
   Name: ________________________________ □ Student □ Staff □ Other ____________

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

9. Signature of Person Filing this Report: ___________________________ Date: ________
(Note: Reports may be filed anonymously.)

10. Form Given to: _____________________________ Position: ______________ Date: __________
Signature: _____________________________ Date Received: _________

INVESTIGATION

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

2. Interviews:
   □ Interviewed aggressor Name: ___________________________ Date: ________
   □ Interviewed target Name: ___________________________ Date: ________
   □ Interviewed witnesses Name: ___________________________ Date: ________

3. Any prior documented Incidents by the aggressor?  □ Yes □ No
   * If yes, have incidents involved target or target group previously?  □ Yes □ No
   *Any previous incidents with findings of BULLYING, CYBERBULLYING, AND/OR RETALIATION?  □ Yes □ No

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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**Conclusions from the investigation**

1. Finding of bullying, cyberbullying, or retaliation: □ YES □ NO
   □ Bullying □ Cyberbullying □ Retaliation □ Discipline referral only

2. Contacts:
   □ Target’s parent/guardian Date: ____________
   □ Aggressor’s parent/guardian Date: ____________
   □ Law Enforcement Date: ________________

3. Action Taken:
   □ Loss of Privileges □ Detention □ In-House Suspension □ Suspension
   □ Criminal Complaint □ Other ________________________________

4. Describe Safety Planning:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Follow-up with Target: Scheduled for ________________ Today’s Date: ______
Follow-up with Aggressor: scheduled for ________________ Today’s Date: ______

Signature: ______________________________ Date: ____________
Revere Public Schools
Residency Policy

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

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

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

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

I. Procedures for Determining Residency
   A. Pre-Enrollment Verification of Residency

       Before any student is enrolled in the RPS, his/her parent or legal guardian must provide:
       1. A signed “Revere Public Schools Affidavit of Residency” (see attached)
       2. Proof of residency in the City of Revere (3 documents)

The parent/guardian of every student seeking enrollment in RPS must submit to RPS documentation establishing (A) Residency, (B) Occupancy, and (C) the parent/guardian’s identity. More particularly, the parent/guardian must submit a document from each of the columns, below. A parent or guardian who is unable to produce the required documents should contact the Supervisor of Attendance (“the Supervisor”).
The principal and/or his/her designee shall verify the home address and home telephone number of each student at least once during the school year.

**B. Post-Enrollment Verification And Enforcement**

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

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

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

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

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

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

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

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

1. **Moving**
   Students already enrolled in the RPS who move out of the City on or after April 15th of a given school year may be permitted to complete that school year at RPS if a written request is made to the Superintendent by the parent/guardian.

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

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

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

D. **Notification**

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

I/we, the parent(s), or legal guardian(s) of____________________________, hereby certify as follows:

(Print student’s full name)

1. I/we wish to enroll the above named student in the Revere Public Schools. I/we understand that pursuant to Massachusetts law and Revere Public School Committee Policy, students who actually reside in the City of Revere may attend the Revere Public Schools (RPS) and students who do not actually reside in the City of Revere may not attend the Revere Public Schools.

2. I/we hereby certify that effective _________________________, 201___, the above named student is/will be residing at the following address in Revere, Massachusetts, with:

_______________________________________________________________________________
Printed Name(s) of Parent(s)

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

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

Home Telephone: ___________________________

Cell Phone: ___________________________    Work Phone: ________________________

3. I/we acknowledge that I am/we are required to notify the Revere Public Schools or the above student’s school, in writing, of any change in said student’s address within five (5) calendar days of such change of address.

4. I/we understand that this Residency Affidavit will be relied upon by the Revere Public Schools for the purpose of determining the above student’s eligibility to attend the Revere Public Schools on the basis of residency. If said student is enrolled in the Revere Public Schools based upon the information provided and it is subsequently determined that the student does not actually reside in Revere, I/we understand that the student’s enrollment in the Revere Public Schools will be promptly terminated and I/we will be jointly and severally liable to the Revere Public Schools for the student’s tuition for the full academic year(s).

5. I/we further certify that I am/we are the parent(s), or legal guardian(s) of the above student.

6. I/we understand that all applicants must reside in the City of Revere.

Signed under the pain and penalties of perjury on this _____________day of _______________, 20___:

__________________________________________________________________________________
Parent/Guardian Name     Home Address

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of Residency</strong></td>
<td><strong>Evidence of Occupancy</strong></td>
<td><strong>Evidence of Parent/Guardian Identity (Photo ID)</strong></td>
</tr>
<tr>
<td>Record of recent mortgage payment and/or property tax bill</td>
<td>Recent bill, dated within the past 60 days, showing a City of Revere address (with name)</td>
<td>Valid Driver’s License</td>
</tr>
<tr>
<td>Copy of Lease and record of recent rental payment</td>
<td>Excise Tax Bill - Gas Bill - Oil Bill - Electric Bill - Home Telephone Bill (not cell phone) - Cable Bill</td>
<td>Valid MA Photo ID Card</td>
</tr>
<tr>
<td>Landlord Affidavit and recent rental payment</td>
<td></td>
<td>Passport/Green Card</td>
</tr>
<tr>
<td>Current Section 8 Agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Landlord Affidavit

To: The Revere Public Schools

I hereby certify and swear under oath that I am the legal owner of the property at
________________________________________. I also certify and swear under oath that
____________________________________ and his or her children ______________________ are
my tenants and live at the above address.

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

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

___________________________________
Landlord’s Signature

Notary

___________________________________
Landlord Print

___________________________________
Date
SOCIAL NETWORKING POLICY OF THE REVERE PUBLIC SCHOOLS

1. Internet AUP still in force

This policy is adopted in addition to, and not as a substitute for, the Revere Public Schools (RPS) Internet Acceptable Use Policy, which governs use of the RPS technological resources.

2. General Concerns

The Revere 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. Our staff should always be mindful of how they present themselves to the world, online and otherwise. Should an educator “friend” a student on Facebook, subscribe to a student’s “twitter” account, regularly engage in email “chat” with a student, exchange text messages with students or engage in other electronic communication, the RPS is concerned, and the educator should be concerned, that such activities may undermine the educator’s authority to maintain discipline, may encourage inappropriate behaviors, and may 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 RPS resources, compromises the teacher’s, as well as the RPS’ 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 RPS information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden falls on the teacher to comply with public records laws when s/he uses personal email or social network accounts to communicate with students and/or parents and guardians.

3. Expectations of Staff

With these concerns in mind, the Revere Public Schools has instituted this “Social Networking Policy,” and announces its 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, teachers should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to “privatize” the information they place online. You must educate yourself to these features of Facebook or any other social networking site you select. You will be responsible should any information you intended to be “private” becomes “public” due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.
2. You must also know that any information you share privately with a recipient could be redistributed by such recipient, without your knowledge or consent. The same principles you apply to in-person communication should be applied to online conversation: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly “private.”

3. The RPS expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought before you use social networking for both your professional and personal life, to be sure that these lines never become blurred. For example, if the RPS does not maintain a web portal for staff to communicate outside of school hours as necessary with students and families, and an educator wishes to establish a Facebook or personal email account through which s/he will communicate with students, s/he should establish a Facebook identity and email identity that is separate from his/her “personal” Facebook identity or personal email account. S/he should use only 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 be only members of the educational community, such as administrators, teachers, students, and parents of such students. It is strongly recommended that teachers will reject friend requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communications, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational Facebook account, a teacher may not post confidential student information on the “wall,” the “information” section, or through any part of that Facebook account that would be accessible to other of the teacher’s Facebook “friends” associated with that account. If a teacher wishes to communicate privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.

5. Teachers are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. Use of one’s personal email account or social networking account to discuss school business with students and parents is discouraged. It should be noted that, just because a teacher uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation. It only prevents the archiving of such messages through the RPS automatic email archiving system. We again remind teachers that information sent or received by them - even through personal email or social networking accounts - that is related to their capacity as a school employee, is still subject to public records retention, exemption, and disclosure requirements.

1. If a teacher conveys school-related messages to students and parents on his/her private account, s/he should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and regard its privacy, as s/he would any other document concerning that student. The teacher should forward
copies of any such emails or online communications to his or her school-based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure under the public records law.

7. No matter what medium of communication a teacher selects, s/he should adhere to appropriate teacher/student boundaries. You are a role model, not a student’s friend; you are his/her teacher, and you should always conduct yourself in accordance with this understanding.

8. This policy is not intended to infringe upon a teacher’s right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place and manner restrictions and does not interfere with the performance of your job duties. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee and not as a citizen; restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.

9. Teachers are discouraged from using home telephones, personal cell phones, personal email accounts and personal Facebook accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an educator. Any conduct, whether online or not, that reflects poorly upon the RPS or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student, such contact is not outside of the RPS authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the RPS reserves the right to impose discipline for such behavior. A teacher 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 teachers 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 RPS anticipates that teachers will make reasonable use of their cell phones or smart phones to convey time-sensitive information on scheduling issues and the like.

10. If you are communicating as an employee of the RPS in your online communications, you must be aware that readers will assume you “speak for the RPS.” Therefore, all your online communications, when you are actually acting on behalf of the RPS, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the RPS.
11. In the use of your Facebook account or other social networking site, you may not, without express permission from the superintendent of schools, use the RPS or any district school’s logo, likeness, or any school photographs or other property that belongs to the school.

12. 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.
MEAL CHARGE POLICY

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

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

Meal Charges and Balances

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

Payments

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

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

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account (see student handbooks for more details) or by speaking with the school’s food service.
manager. The point of sale system is designed to prevent direct identification of a student’s meal status. Parents will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

**Refunds**

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

**Delinquent Accounts/Collections**

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

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

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

**Policy Communications**

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

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

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adopted:
APPENDIX B

FORMS

Staff Emergency Form ........................................................................................................... B1
Personnel Change of Information Form ..................................................................................... B2
Employee’s First Report of Injury Form ...................................................................................... B3
Criminal Offender Record Information (C.O.R.I.) ................................................................. B4
Permission to Publish Release Form ....................................................................................... B5
Family Medical Leave Act ....................................................................................................... B6
Fingerprint Form ..................................................................................................................... B7
Revere Public Schools
Staff Emergency Information

Name

Address

Home Phone

In case of emergency, please contact:

1. Name ___________________________ Relation ______________________
   Work Phone _____________________ Home Phone _____________________

If not available, please contact:

2. Name ___________________________ Relation ______________________
   Work Phone _____________________ Home Phone _____________________

(OPTIONAL) Serious or life-threatening medical conditions/allergies:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

(OPTIONAL) List any medications taken on a daily basis:

<table>
<thead>
<tr>
<th>Medication Name</th>
<th>Dose</th>
<th>Frequency</th>
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</table>

This information may be shared with the school nurse  ______Yes  ______No
REVERE PUBLIC SCHOOLS

CHANGE OF PERSONAL INFORMATION FORM

PLEASE CHECK ONE: ADDRESS/PHONE # CHANGE __________

NAME CHANGE __________

PREVIOUS INFORMATION:

SOCIAL SEC. #: XXX – XX - ___ ___ ___ ___

NAME:________________________________________

ADDRESS:_____________________________________

CITY:___________ STATE:_________ ZIP CODE:________

HOME TELEPHONE #: (__________)

THE ABOVE INFORMATION SHOULD BE CHANGED TO:

NAME:________________________________________

ADDRESS:_____________________________________

CITY:___________ STATE:_________ ZIP CODE:________

HOME TELEPHONE #: (__________)

SIGNATURE:____________________________________

DATE: ________________________

PLEASE RETURN THIS FORM TO ELIZABETH LYONS IN THE BUSINESS OFFICE (EITHER IN PERSON OR VIA INTEROFFICE MAIL ONLY) SO THE CHANGE(S) WILL BE MADE FOR PAYROLL PURPOSES.
City of Revere – School Department
Notice of Injury

EMPLOYEE’S NAME: __________________________________________

First Name       Middle       Last Name

ADDRESS: ____________________________________________________

EMPLOYEE #: ___________   SOCIAL SECURITY #: ________________

TODAY’S DATE _____/____/____   DATE OF INJURY _____/____/_____

TIME OF INJURY _______________   ASSIGNED LOCATION _______________

INJURY INFORMATION
(Please describe fully how injury occurred)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Address where injury occurred: _____________________________________________

Nature of Injury and Body Area Involved:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Names of Witnesses:

__________________________________________________

__________________________________________________

__________________________________________________

Signature: ___________________   Date: ___________________

Employee’s Signature

BE SURE TO PREPARE AND FILE A “DIA FORM 101” – EMPLOYER’S FIRST REPORT OF INJURY OR FATALITY
CORI REQUEST FORM

POSITION_________________________________ SCHOOL________________________________

Revere Public Schools has been certified by the Criminal History System Board for access to criminal offender record information (CORI) under the authority of M.G.L. c. 6, #172 (b) and (c).

- School committees, Superintendents and principals of public or accredited private schools of any city, town, or regional school district shall have access to and shall obtain all available CORI for purposes of screening current and otherwise qualified prospective employees and volunteers who may have direct and unmonitored contact with children, including but not limited to, individuals regularly providing school-related transportation to children. Said school committee, superintendent or principal shall also have access to all available CORI of any subcontractor or laborer commissioned by the school committee of any city, town or regional school district to perform work on school grounds, and who may have direct and unmonitored contact with children.

As an applicant/employee, I understand that a criminal record check will be conducted for information only and that it will not necessarily disqualify me. The information below is correct to the best of my knowledge.

_________________________
Applicant/Employee Signature

_______________________   _____________________   ______________________
LAST NAME                          FIRST NAME                      MIDDLE NAME

____________________________________________
MAIDEN NAME OR ALIAS (IF APPLICABLE)              PLACE OF BIRTH

DATE OF BIRTH     SOCIAL SECURITY NUMBER
(Last six digits required) *ID Theft Index PIN (if applicable)

CURRENT AND FORMER ADDRESSES:

____________________________
SEX:_________        HEIGHT:_____FT. ____IN.                 EYE COLOR:_______________

**STATE DRIVER’S LICENSE NUMBER (include State of issue)_____________________

**THE ABOVE INFORMATION WAS VERIFIED BY REVIEWING THE FOLLOWING FORM OF GOVERNMENT ISSUED PHOTOGRAPHIC IDENTIFICATION_____________________

REQUESTED BY:_____________________________________________________________
Signature of CORI authorized Employee

*The CHSB Identify Theft Index PIN Number is to be completed by those applicants that have been issued an Identity Theft Index PIN Number by the CHSB. Certified agencies are required to provide all applicants the opportunity to include this information to ensure the accuracy of the CORI request process.

B4
Revere Public Schools
Permission to Publish Release Form

Writer/photographer/producer: ________________________________

Assignment: ________________________________________________

Location: __________________________________________________

Dates: ______________________________________________________

Release for Adults
I, being of legal age, hereby consent that my writing and/or the videotapes, photographs, motion picture film, audio recordings in which I appear or which I have produced or participated in may be used by the Revere Public Schools and http://www.revereps.mec.edu, USA, their assigns or successors, in whatever way they desire. Furthermore, I hereby consent that such materials shall be their property, and they shall have the right to sell, duplicate, reproduce, and made other uses of such writing, photographs, films, recordings, plates, and tapes as they may desire free and clear of any claim whatever on my part.

IN WITNESS WHEROOF, I have hereunto set my hand, in the State of __________________________ on the date of ____________________

Name (Print)__________________________________________________

Signature____________________________________________________

Address_____________________________________________________

City___________________________ State ____________ Zip _____________

Release for Minors
I, being the parent/guardian of ________________________________, hereby consent that the written work and/or the videotapes, photographs, motion picture film, audio recordings in which my son/daughter appears or which s/he has produced or participated in may be used by the Revere Public Schools and http://revereps.mec.edu, USA, their assigns or successors, in whatever way they desire. Furthermore, I hereby consent that such materials shall be their property, and they shall have the right to sell, duplicate, reproduce, and make other uses of such writing, photographs, films, recordings, plates, and tapes as they may desire free and clear of any claim whatever on my part.

IN WITNESS WHEROOF I have hereunto set my hand in the State of __________________________ on the date of ____________________

Student’s Name (Print)_________________________________________

Parent/Guardian Signature_____________________________________

Address_____________________________________________________

City___________________________ State ____________ Zip _____________
EMPLOYEE RIGHTS AND RESPONSIBILITIES
UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement
FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:
- for qualification due to pregnancy, prenatal medical care or childbirth;
- to care for the employee’s child after birth, or placement for adoption or foster care;
- to care for the employee’s spouse, son, daughter or parent, who has a “serious health condition;” or
- for a serious health condition that makes the employee unable to perform the employee’s job.

Military Family Leave Entitlement
Eligible employees whose spouse, son, daughter or parent is on covered service or call to covered service duty shall have covered 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, arranging for financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reassurance briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 36 weeks of leave during a covered 12-month period. A covered-service member is:
- (1) a current member of the Armed Forces, including a member of the National Guard or Reserve, who is undergoing medical treatment, recuperation or therapy, or is otherwise incapacitated, or
- (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date that the eligible employee takes FMLA leave to care for the covered service member who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

The FMLA definitions of “serious injury or illness” for current service members and veterans are different from the FMLA definition of “serious health condition.”

Benefits and Protections
During FMLA leave, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

Eligibility Requirements
Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months, and (if at least 50 employees are employed by the employer within 75 miles).

Special rules of eligibility requirements apply to airline flight crew employers.

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that otherwise prevents the employee from performing the functions of the employee’s job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave
An employer does not have to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced work schedule if medically necessary. Employees must make reasonable efforts to schedule leave so as to not to unduly disrupt the employer’s operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave
Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer’s normal paid leave policies.

Employee Responsibilities
Employees must provide 30 days’ advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days’ notice is not possible, the employer must provide notice as soon as practicable and generally must comply with an employer’s normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave is covered by FMLA protection and determine the reason for the leave. Sufficient information may include that the employee is unable to perform job functions, or is otherwise incapacitated. The need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees must also inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or continues. Employers may also be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities
Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employer’s rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the reason for the designation. Employers must also inform employees if the leave is FMLA-protected, the employee must notify the employer.

Unlawful Acts by Employers
FMLA makes it unlawful for any employer to:
- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement
An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides employee and/or employer rights or protections.

FMLA section 102 (29 U.S.C. § 2615) requires FMLA covered employers to post the text of this notice. Regulation 29 CFR § 825.800(a) may require additional disclosures.

For additional information:
1-866-USWAGE (1-866-848-9243) TTY: 1-877-849-5627
WWW.WAGEANDHOUR.DOL.GOV
U.S. Department of Labor | Wage and Hour Division

B6
STATEWIDE APPLICANT FINGERPRINT IDENTIFICATION SERVICES (SAFIS)

As part of the Commonwealth of Massachusetts Statewide Applicant Fingerprint Identification Services (SAFIS) program all school employees must go through a state and national criminal history record check.

In order to comply with this program all employees must go to the following website: https://ma.ibtfingerprint.com or call 866-349-8130

The site will provide information and closest location to make an appointment to have your criminal record check completed that includes fingerprinting. At the time of your fingerprinting you will receive a receipt that becomes proof that you completed the process. Please keep your receipt in a secure location in the unlikely event that the Superintendent’s Office requires a copy.

Below is information that you will need when scheduling your appointment:

*Please be sure to select the category --- PreK-12 Grade Education
*Please be sure that you select to send your results to Revere Public Schools
*REVERE PUBLIC SCHOOLS ID# 02480000
PROTOCOLS & DISTRICT CONTACTS

PROTOCOLS
Employee Code of Conduct........................................................................................................C1-2

DISTRICT CONTACTS ..............................................................................................................D1
Revere Public Schools
Code of Conduct
for
Administrators, Teachers, Paraprofessionals and other Employees

Revere Public Schools administrators, teachers, paraprofessionals and all other employees must work together to create a learning environment that supports children, allowing every child to achieve at their highest levels.

Revere Public Schools administrators, teachers, paraprofessionals and all other employees must act in such a way as to exemplify the highest standards of ethical and professional behavior.

Students

Revere Public Schools administrators, teachers, paraprofessionals and all other employees accept responsibility for teaching students the desirable qualities that will help them identify the consequences of their actions and accept the responsibility for their actions and choices. All Revere Public Schools administrators, teachers, paraprofessionals and all other employees are obligated to help students develop the personal qualities such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for self. Success is measured in the progress each student makes in reaching his or her potential.

1. Revere Public Schools administrators, teachers, paraprofessionals and all other employees make a constructive effort to protect the student from conditions that jeopardize the student’s health, safety and well-being, or from conditions that are detrimental to the learning process.

2. Revere Public Schools administrators, teachers, paraprofessionals and all other employees treat each student in a fair and equitable manner, according to school policy and all applicable laws.

3. Revere Public Schools administrators, teachers, paraprofessionals and all other employees do not intentionally expose the student to sarcasm and or ridicule.

4. Revere Public Schools administrators, teachers, paraprofessionals and all other employees follow the requirements of the Family Educational Rights and Privacy Act (FERPA) by not revealing confidential information concerning students, unless required by law.

Professional Colleagues and other Employees

Revere Public Schools administrators, teachers, paraprofessionals and all other employees in their dealings with all others, treat each other in a courteous and respectful manner.

1. Revere Public Schools administrators, teachers, paraprofessionals and all other employees do not reveal confidential information about their colleagues, unless required by law.

2. Revere Public Schools administrators, teachers, paraprofessionals and all other employees do not willfully make false statements about a Revere Public Schools administrator, teacher, paraprofessional, any other employee, or the Schools system.

3. Revere Public Schools administrators, teachers, paraprofessionals and all other employees work to ensure that every individual’s personal and professional integrity is maintained and enhanced.

C1
Parents and Community

Revere Public Schools administrators, teachers, paraprofessionals and all other employees recognize that a quality education for all students is the common goal of all stakeholders, including the Schools Committee, administrators, teachers, parents, students and the community, and that a cooperative effort is essential among these groups to attain that goal.

1. Revere Public Schools administrators, teachers, paraprofessionals and all other employees make concerted efforts to communicate to parents all information that should be conveyed in the interest of the student, so that students can reach their highest potential.

2. Revere Public Schools administrators, teachers, paraprofessionals and all other employees strive to understand and respect the values and traditions of the diverse cultures represented in the Revere Public Schools and in the community.

3. Revere Public Schools administrators, teachers, paraprofessionals and all other employees maintain a positive and active role in school/community relations.

Professional Practice and Performance

Revere Public Schools administrators, teachers, paraprofessionals and all other employees recognize that in order to serve as role models for students, they themselves must be lifelong learners.

1. Revere Public Schools administrators, teachers, paraprofessionals and all other employees assume responsibility and accountability for their performance and continually strive to improve that performance.

2. Revere Public Schools administrators, teachers, paraprofessionals and all other employees maintain sound mental health and the physical stamina necessary to perform the duties of their professional assignment.

3. Revere Public Schools administrators, teachers, paraprofessionals and all other employees continue to work toward fulfillment of their goals for personal and professional growth.

4. Revere Public Schools administrators, teachers, paraprofessionals and all other employees comply with written schools and district policies and all applicable laws.

5. Revere Public Schools administrators, teachers, paraprofessionals and all other employees do not intentionally misrepresent official policies of their schools, the Revere Public Schools, or other educational organizations; and clearly distinguish those views from their own personal views.

6. Revere Public Schools administrators, teachers, paraprofessionals and all other employees honestly account for all funds committed to their charge.

7. Revere Public Schools administrators, teachers, paraprofessionals and all other employees do not use institutional or professional privileges for personal gain.
DISTRICT CONTACTS

Title IX – Frank Shea Athletic Director
Title II – Dr. Danielle Mokaba, Assistant Superintendent
Title I – Briana Tsoupas, Title I Director
Title VI – Albert Mogavero, ELL Director
MGL Chapter 76 – Dr. Joshua Vadala, Assistant Superintendent
504 – Dr. Joshua Vadala, Assistant Superintendent