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 Arrigo, Chair
Susan Gravellese, Vice Chair
Dan Maguire, Secretary
Michael A. Ferrante
Stacey A. Rizzo
Frederick A. Sannella
Carol A. Tye

Dr. Dianne K. Kelly, Superintendent
Dr. Joshua Vadala, Assistant Superintendent
Dr. Danielle Mokaba-Bernardo, Assistant Superintendent
Faculty Handbook

Sign-off Sheet: Faculty and Student Handbooks

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A. **TEACHER ABSENCE**

If you are absent, please follow procedures outlined by your principal in your individual school’s handbook.

B. **ATTENDANCE**

As required by the Department of Education, the Revere Public Schools will monitor teacher attendance. In accordance with the provisions of the RTA contract (Article XVI, Sections D and E), attendance forms requesting explanation/documentation of absenteeism will be distributed. Sick days are intended to be used for illness in accordance with provisions of the RTA contract. Using sick days for circumstances other than illness is illegal and is grounds for dismissal.

C. **PROFESSIONAL DAYS**

 Teachers wishing to participate in professional development seminars or conferences must fill out an application available in the principal’s office at each building. (See Appendix B). Professional days are encouraged and supported, but participation is limited. The application must be signed/approved by the principal and director, and then forwarded to the assistant superintendent for final approval.

D. **PERSONAL DAYS**

Personal days may be requested by completing a Personal Day Request Form (See Appendix B) and following this procedure:
1. When the form is completed, submit it to your principal. He/she can tell you if the day you requested is “closed.” **Please do not call the superintendent’s office to inquire about availability.**
2. Your principal approves/signs the form.
3. Please send or bring the form to Eleanor Collar in the superintendent’s office.
4. As soon as the superintendent approves, the original request form will be returned to the principal, with a copy for you.
   - Limit: 20 per day, system-wide

E. **CONTRACTUAL PROFESSIONAL DEVELOPMENT MEETINGS**

Professional development meetings are important vehicles for communication and professional development; they are also a contractual obligation (RTA contract; Article V, Section C). Athletic coaches must attend all required meetings unless there is a scheduled NEC game/meet.
Administrators will notify teachers by the close of the school day on Friday of the location of the professional development afternoon meeting and what materials (if any) that teachers should bring to that meeting. Teacher attendance is mandatory for the entire length of the meeting. Please do not make appointments on the days of these meetings.

Teachers must submit a written request to the superintendent or deputy superintendent in order to be excused from attending a contractually scheduled professional development meeting.

F. PERSONNEL CHANGE OF INFORMATION

If you have changed your name, address, phone number, or work location, please fill out the Personnel Change of Information form (See Appendix B). The Personnel Change of Information form is available in the Payroll Department of the Business Office.

G. MATERNITY MEDICAL/MATERNITY LEAVE ACT

For staff planning to take maternity leave, please see form (See Appendix B).

H. 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. Please see RTA contract for additional information.

I. PROTOCOL FOR TEACHER SUPERVISION AND EVALUATION

The purpose of evaluation of teachers and administrators in the Revere Public Schools is to enhance professionalism and accountability, which will enable us to assist all students to perform at high levels. The structure is established to improve teaching and learning by creating a comprehensive understanding of innovative instructional techniques supported by professional development.

The procedures are designed to improve the teaching and learning of all professionals through evaluation, self-reflection, and individually or team constructed professional development activities.

The procedures follow the five-step cycle defined by the Department of Elementary and Secondary Education’s Model Evaluation System. This cycle includes a self-evaluation at the start of the cycle, a formative assessment at mid-cycle, and a summative assessment at the end of the cycle. Please see RTA contract for additional information.
J. PROGRESSIVE DISCIPLINE

Progressive discipline is a procedure of the supervision and evaluation process used when a situation requires corrective action. In general, there are five steps in the process, although the goal is to correct the problem immediately without needing to proceed to a higher step in the process. Occasionally an incident may be so serious that it requires immediate intervention at a higher step in the process. (Descriptions are excerpted from Teacher Evaluation That Works! by William Ribas, 2002). This is only a guide, not a rule, for administrative intervention.

☐ Step 1: Corrective Action—“a private, informal conversation with a staff member about a behavior in question.”

☐ Step 2: Verbal Warning/Reprimand—A verbal warning or reprimand “…details the nature of the infraction or the failure to meet an expectation and includes a statement saying that if the same infraction or concern…occurs again, more serious disciplinary action will result…. The subject matter of the conversation and the fact that a verbal warning has been given…” will be documented in the form of a memorandum and given to the employee.”

☐ Step 3: Written Reprimand and Warning—“The specific incident or concern is reduced to writing and presented to the employee.” “… a copy will be placed in the employee’s personnel file.”

☐ Step 4: Suspension (with or without pay) and a Final Written Warning—The staff member is notified of the suspension and a “copy of the written confirmation, signed or initialed by the employee” will be placed in the employee’s personnel file.

☐ Step 5: Discharge

K. 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.

L. DEPARTMENT NIGHT

Department night is a time when students may return for extra help, to make-up missed work, or for enrichment.” Teachers will remain in their rooms for the entire period of time required for department night so that students may report at any time.
PROFESSIONAL ISSUES

A. 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.

B. 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).

C. 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).
D. **DRESS**

Dress should reflect the professional position of the teacher, and should be exemplary to the students whom s/he teaches. For guidance regarding appropriate dress, please refer to the RHS handbook dress code, which is available at www.revereps.mec.edu.

E. **GUIDELINES FOR ACCESSING STUDENT ASSESSMENT AND SCORING INFORMATION**

The Revere Public Schools encourages its teachers and staff to use available technology to analyze data and to use this analysis to inform instruction. Guidelines have been developed to insure proper use of student assessment data (Appendix A).

F. **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.

G. **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.

Pursuant to M.G.L. c. 234A, § 34, an individual who is called to serve as a grand juror may postpone that duty for up to a year. He/she may specify as a starting date for that service either January, April, July or October. The Revere Public Schools Faculty Handbook provides that a teacher who is called to jury duty should postpone that service until the summer. Accordingly, a teacher who is called to serve as a grand juror should, if not scheduled for that service in July, request a postponement of that service until July.

If a teacher’s request for a postponement of his/her service until July is denied, and the teacher is scheduled for grand jury service during the school year, the Revere Public Schools will compensate the teacher for the first (3) days of service for which s/he misses work. Thereafter, the Revere Public Schools will be unable to provide the teacher with compensation for any succeeding days of service as a grand juror.

H. **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.

I. **NO CHILD LEFT BEHIND/PARENTAL RIGHTS FOR TEACHER QUALIFICATION INFORMATION**

The RPS makes every effort to assure that all teachers meet the NCLB guidelines for highly qualified teachers. Parents/guardians of students attending Title I schools have the right to be informed of their children’s teachers’ educational background, including completion of state requirements for licensure, and also information about the qualifications of paraprofessionals working with their children. This information is available at the office of the superintendent of schools.

J. **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.
K. PERMISSION TO PUBLISH RELEASE FORM

From time to time teachers will be videotaped for an educational or cable TV show, or will be photographed or their names or written work will 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.

L. 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.

M. PAYROLL

Teachers earn their salaries on a contractual basis for each school year. Each teacher's yearly salary will be divided by fifty-two (52), and paid in fifty-two (52) equal installments according to the following schedule:

1. During each year teachers will receive the first check of the school year on the Friday of the first week of school.
2. All other checks for the school year will be distributed weekly until the last day of the school year, at which time teachers will receive all remaining checks due to them. All such checks will be payable on the last day of the school year.

This method of compensation is consistent with Section 409A of the Internal Revenue Code.

N. PHYSICAL RESTRAINT REGULATIONS

Effective April 2, 2001 all public schools in Massachusetts must have a physical restraint policy and procedures. (See Appendix A) for the Revere Public Schools Physical Restraint Policy

O. SUPERVISION OF STUDENTS

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

P. 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)

Q. SIGN IN / OUT

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

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

S. 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.).

T. STAFF MAILBOXES

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

U. HOMELESS

Please contact building principal for referral to homeless liaison.
HEALTH INFORMATION

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), and return completed form to the principal. Forms are available in the principal’s office.

If the accident/injury results in 5 or more days out of work, additional insurance/medical forms will be required.

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. MEDICATION POLICY

The Revere Public Schools does not allow students of any age to carry medications with them during school hours.* Only licensed personnel or those non-licensed staff who are approved by the Department of Public Health and have completed an authorized training program may distribute ANY medication(s). This policy complies with Massachusetts General Laws. (Note: provisions may be made for field trips in accordance with state regulations.)

This policy includes all over-the-counter (OTC) medications. Examples of common OTC drugs are Tylenol, Advil, cough syrups, and vitamin supplements. If a student is suffering with headaches, cramps, minor pain or gastro-intestinal distress, the school nurse will evaluate the student and take appropriate action.

If a student requires any kind of medication during school hours, a Medication Plan must be written by the school nurse in collaboration with the student (when applicable), parent, and the child's primary care provider. This information will be shared with all appropriate school personnel. These medication plans will include a blueprint for medication administration during field trips.
*NOTE: It is sometimes appropriate for a student to have immediate access to a medication such as an inhaler for asthma or an epinephrine pen for severe allergies. The school nurse, in collaboration with the student and parent/guardian, makes this determination.

E. 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.

F. 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.

G. HEIMLICH MANEUVER
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.
FIELD TRIPS

Educational field trips can be an important part of education. Well-planned and thematically connected field trips should be an integral part of our curriculum. Field trips that are matched with standards from the Curriculum Frameworks have the greatest chance for approval. Since field trips are part of the curriculum and are educational experiences, no child may be denied permission to attend for discipline reasons unless s/he is on social probation or suspended. The principal and/or assistant principal will make the decision if a child will or will not participate in a field trip.

Application forms for field trips are available at the office and should be submitted and approved by the principal and superintendent of schools prior to beginning arrangements (including discussion with class members) for a field trip (See Appendix B). Completed parent permission slips (See Appendix B9) must be given to school nurse at least one week prior to trip to arrange for medical accommodations, if needed. Buses are available from the school department on a first come first served basis. The number of trips per school is allocated.

CLASS ACTIVITY/FIELD TRIP POLICY:

1. Advisors and/or teachers planning an activity away from school during school hours or after, shall make written request for approval to the principal no later than twenty (20) days prior to the date of the activity. (Request forms available in Main Office)

2. The application should include: (See Appendix B)
   a. Date of trip
   b. Specific destination
   c. Time of departure
   d. Approximate time of return
   e. Itinerary while at site of trip
   f. Transportation arrangements
   g. Cost of trip per student
   h. Specific objectives of the trip
   i. Class and duty coverage arrangements are to be made with assistant principal (or desigenee)
   j. Adequate arrangements for chaperones
   k. Detailed financial accounts must be given when money is involved

3. Upon approval of field trip, teacher(s) in charge must see to the following:
   a. That proper parent permission slips are returned and signed by parent of each student making the trip.
   b. That full information as stated in the application be made available to parents and students regarding destination, time, cost, etc.
   c. That middle school and high school students be provided with teacher notification forms a week prior to the date of the trip so classroom teachers may plan accordingly.
d. Completed parent permission forms are given to the school nurse one week prior to the trip to arrange for medical accommodations if needed.
e. That a proper chaperone ratio be maintained. Administration recommends no higher than 25-1.
f. That the school lunch manager be notified by the teacher, at least two days in advance, of the number of students taking the trip.
g. Make clear whether or not students are responsible for makeup work missed as a result of the trip. (Students on social probation cannot participate in field trips. Teachers must obtain a current social probation list from the assistant principal.)
h. That no academic penalty is imposed for non-participation in field trip. Teacher must make proper arrangements for school supervision for any such student.
i. That if the field trip concludes before the close of school, students attend the remainder of their classes.
j. That while on the trip, representing the Revere Public Schools, proper decorum, dress and conduct be maintained by all participants.
k. That a report be submitted to the principal containing a brief summary of the trip, negative aspects of the trip, incidents and recommendations for staff members planning same or similar trips.
l. Any middle school or high school teacher who does not want a student to participate in a field trip should contact the sponsoring teacher and student’s class dean to clarify their reasons.

4. Advisors accompanying a class or club on non-school days or after school are to do so without compensation.
5. Advisors and chaperones will be responsible for the maintaining of acceptable standards of conduct and decorum by all participants.
CLASSROOM ISSUES

A. NON CUSTODIAL PARENTS’ ABILITY TO ACCESS STUDENT RECORDS

A recent change in Massachusetts’s law (M.G.L. Chapter 71, Section 34G) has greatly affected the rights of non-custodial parent’s ability to access their child’s records. Only the parent who has physical custody of the child has free access to records, including report cards, progress notes, etc. Please refer any non-custodial parent who asks you for information to building principal.

B. POLICY GOVERNING THE DISCUSSION AND TEACHING OF ISSUES WHICH COULD BE CONTROVERSIAL:

The Revere Public Schools administration recognizes that controversial issues are inherent in the education process and accepts the responsibility for assisting the school staff in dealing effectively with them.

Nothing in this policy will allow teaching methods or materials contrary to the laws of the Commonwealth of Massachusetts, or the Constitution of the United States.

1. Opinions differ from individual to individual. When opinions become entwined in issues, emotions are aroused and thus cloud issues. Education, therefore, must provide students with learning experiences which develop their ability to see issues clearly, to think about them critically, and to act upon them with wisdom and courage.

2. Teachers must deal wisely with controversial situations when they occur in order to provide a constructive learning experience for students. If a topic is inappropriate for classroom discussion because it is in violation of good taste, beyond the maturity level of students, contrary to school policy, or otherwise unsuitable, or untimely, the teacher should not allow class time for its consideration.

3. Skill in dealing with controversy is gained through planned classroom discussions of controversial issues, which are related to the regular instructional program.

4. The objectives of the study of controversial issues are:
   a. To improve ability to discriminate between fact and opinion.
   b. To increase skill in critical thinking.
   c. To develop the ability to identify propaganda techniques.
   d. To provide insight into the source of one’s own bias and prejudice.
   e. To develop an appreciation of the rights of others to their own opinions.
   f. To instill a deepened understanding of American ideals and institutions.

5. Teachers need particular skills to deal with controversial situations, especially those of high emotional content. They should be objective, impartial, unprejudiced and unemotional. They should lead students to express opinions on both sides of any question. Students’ thinking will be stimulated when the teacher points out the strong points of an unpopular opinion. In doing this, care must be taken that students understand the teacher’s purpose in raising questions, or making comments, regarding an unpopular cause.

6. The administration accepts the responsibility for assisting teachers in developing skills needed to effectively deal with controversial issues. Supervisor assistance in preparation, presentation and methodology will be provided.
7. Discussion of controversial issues in the classroom may create misunderstanding in the community. The administration will support teachers who have followed stated policies and handled the situation with reasonable skill.

PROCEDURE:

1. Teacher confers with principal, as necessary, on highly controversial issues and takes the following action:
   a. Outlines the study and “thoughtful consideration” that have been given, or will be given, to the issue in class.
   b. Presents detailed plan for same.
   c. Presents to principal, in some detail, the educational outcome, which should result from the activity.
   d. If approval is granted, teacher evaluates the activity and reports to principal.

2. The principal either approves, amends, or rejects the teacher’s request and plan.
   a. If approval is granted, the principal will have the activity observed, if possible, to evaluate its educational value.

C. REQUIRED READING POLICY

Students are required to read and study all of the material assigned in a course curriculum. However, in the event that a parent/guardian or student objects to a particular piece of literature or topic of study for religious, spiritual, or personal reasons, the following course of action must be taken:

1. A formal letter of objection must be filed with both the appropriate teacher and director within one school week (five days) of the work’s being assigned. The letter must include the student’s name, grade, and reason(s) for objection. The reason(s) should be clearly outlined and rationally supported. The letter must be signed by the parent/guardian and the student.

2. The parent/guardian, student, and teacher must promptly discuss and agree upon a suitable alternative to the piece of literature or topic of study. The replacement must be of equal academic merit and pertinent to the curriculum of the course.

3. The alternative must be approved by the appropriate director.

D. REVERE PUBLIC SCHOOLS CLASSROOM PET AND ANIMAL POLICY

We, as a school community, believe that the proper care of classroom animals helps foster the teaching of humanness, respect for life, and a greater understanding of life processes.

However, the selection of appropriate species for study and classroom display must be carefully considered. In selecting an animal for a classroom, the following guidelines must be followed:

- The building principal is to be informed and approve of any animals being brought into a school building.
- Due to the potential of allergies, parents and staff must be notified of all classroom animals.
- Care of all classroom animals is the responsibility of the teacher.
- All species that enter a classroom must be free of disease.
Wild animals are not suitable for a classroom. Classroom habitat must replicate the natural habitat. Animals must be tolerant to handling. Animals must be fairly simple to care for. Selected species must be tolerant of fluctuations of classroom temperature. Home visits of animals will be equitable and require a permission slip. Animals will not be allowed on school buses.

Appropriately equipped science laboratories may house animals on a permanent basis.

E. PREVIEW OF MATERIALS

All materials (video, electronic, paper) must be previewed by the teacher and appropriate director prior to their use in the classroom. Material must be age and grade appropriate.

Videos must be directly connected to the curriculum. No videos are to be shown for entertainment purposes only. **Any video with a rating higher than G (General Audiences) will require parental permission.**

F. 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 classroom without prior written permission from the principal.

G. UNIVENTS

Functioning univents are critical to classroom air quality. DO NOT shut off or impede the flow of heat/air from the univents.

H. CELL PHONES

Cell phones must be turned off during class time.

I. 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.

J. SURVEYS

School systems are often asked for various reasons to administer surveys to students. Do not administer any surveys which have not been approved by your building principal/director.
K. **STUDENTS LEAVING SCHOOL BUILDINGS**

Students are to remain in school unless dismissed according to established procedures. A policy adopted in 1986 by the School Committee states, “that no student is to be allowed to leave any school…except for health and/or emergency reasons as requested by the parents…”; and according to the procedures delineated in the handbooks.

L. **FUND-RAISING**

Fundraising activities for clubs, sports teams, and other school-related activities must be approved in advance by the principal and superintendent.

There are to be no door-to-door fund raising activities operated by the Revere Public Schools. None of our schoolchildren are to be taking part in so-called “canning” or door-to-door canvassing to sell products.

M. **REPORTING POLICY FOR FIGHTS**

Teachers are asked to submit ASAP (within 24 hours or one school day) a written description of any fight or assault that they have witnessed. This report must indicate:

1. The names or descriptions of the students involved.
2. Whether either or both of the students stopped immediately when so directed by a staff member.
3. Whether punches were thrown and by whom.
4. Whether there was uncontrolled behavior by either student.

All reports are to be submitted to the principal or designee. (At RHS, copies are also to be given to the respective deans.)

N. **504 PROCEDURES**

**Section 504**

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits discrimination on the basis of disability. It is unlawful for a qualified individual to be denied participation in or benefits from any program or activity receiving federal financial assistance. Questions about Section 504 should be directed to the director of special needs. Additional information on 504 procedures can be found on the following page.

O. **REFRESHMENTS**

- 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.
- 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.
504 Plan FAQ
Frequently Asked Questions

1. **Q. What is a 504 plan?** A 504 plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 plan is not an Individualized Education Program (IEP) as is required for special education students. However, a student moving from a special education to a regular education placement could be placed under a 504 plan.

2. **Q. How is a student considered for a 504 plan?** A student with a physical or emotional disability, or who has an impairment (i.e. Attention Deficit Disorder) that restricts one or more major life activities.

3. **Q. What are examples of "major life activities"?** Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

4. **Q. What is the process for placing a student on a 504 plan?** There are essentially four steps:

   1. Student is referred by teacher, support staff, parent/legal guardian, physician, or therapist. On occasion, a student may initiate a self-referral.
   2. A 504 plan meeting is held.
   3. A plan for the student is developed
   4. A review date is set.

5. **Q. Who is involved in the process?** The student, parent/legal guardian, teachers, principals, 504 Coordinator, support staff (i.e. nurse, counselor, psychologist, language/speech pathologist) as well as the student's physician or therapist may be involved in the placement process including the 504 meeting.

6. **Q. What is the teacher(s) role/responsibility in the 504 placement process?** If you have a concern regarding a child's performance and/or behavior that you believe is caused by a disabling condition, you should initiate a referral after consultation with support staff and/or building administrators. Also, you should participate in any meetings where a 504 plan may be developed. Further, you should be ready to supply pertinent data and documentation such as test scores, discipline referrals, and anecdotal information to assist with the creation of the plan.

7. **Q. What accommodations might be included in the 504 plan?** Attached is a sample list of accommodations:
   - A child's seat assignment accommodates a disability.
   - A diabetic child may be permitted to eat in the classroom.
   - A child may be permitted to go to the office for the administration of medication.
   - A student's assignments or testing conditions may be adjusted (extensions of time, test question modifications).

   **Note:** This is a team process where all members of the team, not just the teacher, may have responsibilities in fulfilling the requirements of the 504 plan.

8. **Q. Once the plan is approved, what are my responsibilities?** You are expected to reasonably follow the strategies written to implement the plan and to participate in the review process.

**Q. If I sign off on a 504 plan, what is my accountability?** You are legally responsible to implement your designated accommodation/strategies on the plan. You are advised to maintain regular and consistent documentation to display that you have attempted to implement the plan. For example: You may keep a file of student, work or write special notations in your gradebook, or maintain personal notes. Keep copies of any adjusted tests, assignments, behavior plans, and all notes to and from parents/legal guardians.
Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal statute, which prohibits the discrimination of a qualified individual on the basis of disability from participating in, or being denied benefits of, any program or activity receiving federal financial assistance.

Revere Public Schools espouses the disciplinary protections afforded to students with disabilities identified under Section 504. This action ensures that students with a disability(s) will not lose access to a free appropriate public education (FAPE). Students with a disability(s) will not be removed from school for more than 10 school days due to disciplinary action before a manifestation determination committee convenes. The manifestation determination committee will determine whether or not the behavior in question correlates to the area of disability.
Appendix A – Policies

No-Tobacco Policy ................................................................. A1
Drug-Free Workplace ............................................................ A2-3
Anti-Harassment Policy ......................................................... A4-10
Child Abuse and Neglect Procedures ..................................... A11-12
Acceptable Use of the Revere Public Schools Technology Network A13-18
Physical Contact Between Employees and Students ................ A19
Physical Restraint Regulations ............................................. A20-25
Guidelines for Accessing Student Assessment and Scoring Information A26
Wellness Policy ........................................................................ A27-A35
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Social Networking Policy .................................................... A60-A63
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 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, is 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, catcalling, 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
• 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

A5
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. Paul Dakin, 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 Social Services 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.
REVERE PUBLIC SCHOOLS REPORTING FORM

This form is to be completed and brought to the principal's office by anyone who may have experienced, witnessed or received information about an incident involving harassment, as described in the attached anti-harassment policy. This form may be completed by the principal of the school, the equity coordinator, or any member of the faculty or student body.

Please indicate who is completing this form: 

School: ______________________________
Complainant □ Recipient of complaint □

Names of individuals involved: ______________________________
Date of incident(s): ______________________________
Place of incident(s): ______________________________
Time of incident(s): ______________________________

Description of the incident(s):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If this report is being filed by a teacher, indicate the initial action taken, (if any):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Follow-up (Report of action taken):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Administrator's signature: ______________________________ Date: ____________

A copy of this form should be forwarded to the Office of the Superintendent of Schools AND the Title IX/Chapter 622 Coordinator.
I. Definitions

A. Mandated Reporter

As professionals in contact with children and their families, we have a responsibility to help the Department of Social Services 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 Social Services (DSS) within 24 hours. Reports involving educational neglect may be filed with DSS by a building administrator. Allegations against a staff member must be reported to the superintendent or his/her designee for investigation and reporting.

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

   (Ask for Screening Unit)

   DSS 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 DSS is being made to help the family, unless informing the family would increase the risk to the child.

4. Upon completion of DSS investigation, a written report will be sent by DSS 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.
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.

A13
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
REVERE PUBLIC SCHOOLS

PHYSICAL CONTACT BETWEEN EMPLOYEES AND STUDENTS AT SCHOOL AND DURING SCHOOL-SPONSORED FUNCTIONS

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
REVERE PUBLIC SCHOOLS

Guidelines for Accessing Student Assessment and Scoring Information

The Revere Public Schools encourages its teachers and staff to use available technology to analyze data and to use this analysis to inform instruction. As new technology creates increased access to student information, it also increases the potential for inappropriate use of this information.

It is the purpose of these guidelines to make sure that all who use the traditional paper copies of standardized test results and MCAS Scores and all who use the various information systems adopted by the Revere Public Schools, including PowerSchool, Edwin, Classxp, IGPro, do so in an appropriate manner.

- Access to student information is *always* provided on a needs-to-know basis. Thus, test scores and data analysis should never be left unsecured or unattended.

- Always keep student confidentiality in mind and never share student information in a non-educational capacity.

- School department personnel should access individual student information and scores only for those students for whom the employee has direct responsibility.
Wellness Policy Requirements
Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires each Local Education Agency (LEA), with schools participating in the U.S. Department of Agriculture (USDA) Child Nutrition programs, to establish a local wellness policy by the first day of the 2006-2007 school year. At a minimum, the wellness policy must:

1. Include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness
2. Include nutrition guidelines for all foods available on each school campus during the school day
3. Provide an assurance that guidelines for reimbursable meals shall not be less restrictive than the federal regulations
4. Establish a plan for measuring the implementation of the policy
5. Involve parents, students, a representative of the school food authority, school board members, school administrators and the public

Purpose and Goals
The Revere Public Schools recognizes that good nutrition and physical activity are essential for students to maximize their full academic potential, reach their physical and mental potentials, and achieve lifelong health and well-being. A responsible approach to nutrition and physical activity promotes healthy weight maintenance and reduces the risk of many chronic diseases, including asthma, hypertension, heart disease, and Type 2 diabetes.

Revere Public Schools has a responsibility to culture a school environment that helps students learn and maintain lifelong healthy eating and lifestyle habits. Many factors play a role in achieving a healthy school environment, including foods and beverages available to students while at school, nutrition education, opportunities for physical activity, and other school-based activities designed to promote student wellness.

A Wellness Policy Committee has been formed and is responsible for establishing and measuring the implementation of the district’s Wellness Policy. Committee members work collaboratively and offer multiple perspectives to assure the Wellness Policy is consistent with district educational and budgetary goals, designed to optimize the health and well-being of students, and fulfills the requirements of Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).
**SCOPE**
This Wellness Policy includes:

- **Section 1.0** Guidelines for establishing a district Local Wellness Policy Committee;
- **Section 2.0** Nutrition standards for all foods and beverages available to students on each school campus during the entire school day;
- **Section 3.0** Goals for nutrition education;
- **Section 4.0** Goals for physical activity;
- **Section 5.0** Goals for other school-based activities designed to promote student wellness;
- **Section 6.0** Roles of district faculty, school staff, and food service personnel in a healthy school environment; and
- **Section 7.0** A plan for measuring policy implementation.

**POLICY**

**1.0 Wellness Policy Committee**

**1.1 Mission**
The district maintains a Wellness Policy Committee that serves the following purposes:

1. Establish standards for all foods and beverages available to students on each school campus during the entire school day
2. Establish goals for student nutrition education, physical activity, and other school-based activities designed to promote student wellness
3. Develop guidance and serve as a resource to school sites for Wellness Policy implementation
4. Establish a plan for monitoring, measuring, and evaluating Wellness Policy implementation;
5. Review and evaluate the Wellness policy standards and implementation
6. Recommend all policy related standards for final approval and report findings of policy implementation evaluation to the Board of Education.
7. Shall meet at least four times per year with meeting minutes recorded

**1.2 Membership**
The Wellness Policy Committee membership will include at a minimum:

1. A school board member
2. A representative of the school administration
3. A representative of school food services
4. Nurse
5. Student representative
6. Parent representative
7. Representative of the local community
Optional members may include at a minimum:
1. A staff/faculty representative by building or discipline
2. A school health practitioner
3. A community health practitioner

The Wellness Policy Committee Chair Person and/or Co Chairperson shall be appointment of the Superintendent. The Chairperson/Co Chair Person. Chair Person and/or Co Chairperson is charged with the primary responsibility for coordinating committee activities related to standards establishment, policy implementation and monitoring, and reporting to the Board of Education.

2.0 Nutrition Guidelines

2.1 School Meals Program
The school meals program will operate in accordance with the National School Lunch Program standards and applicable laws and regulations of Massachusetts. Schools will offer varied and nutritious food choices that are consistent with the federal government's current Dietary Guidelines for Americans. Menus will be planned with input from students, family members, and other school personnel and should take into account students’ cultural norms and preferences. Food-pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals.

Students will be encouraged to start each day with a healthy breakfast.

All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive, and of high quality.

School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium.

Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

2.2 Competitive Foods
The "Act Relative to School Nutrition," signed into law on July 30, 2010, requires the Massachusetts Department of Public Health to establish standards for competitive foods and beverages sold or provided in public schools during the school day. The goal of the standards is to ensure that public schools offer students food and beverage choices that will enhance learning, contribute to their healthy growth and development, and cultivate life-long healthy eating behaviors. The regulations are part of the Commonwealth’s broad-based, collaborative initiative to reduce childhood obesity and prevent its complications in childhood and later in adulthood.

The regulations apply to competitive foods and beverages sold or provided to students thirty minutes before the beginning of the school day until thirty minutes after the school day ends. However, foods and beverages sold in vending machines must comply with the standards at all times.
Nutrition information for a la carte snacks and beverages offered in snack bars, meal service lines, vending and school stores is readily available to students, parents and the school community.

Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products and whole grain products will be available wherever food is sold or offered on the school campus during the school day.

All a la carte snacks and beverages offered for sale to students during the school day comply with USDA regulations prohibiting the sale of “foods of minimal nutritional value.”

### 2.3 Eating as a Positive Experience

The district will provide adequate lunch time for students to enjoy eating healthy foods and socializing, scheduled as near the middle of the school day as possible. The National Association of State Boards of Education recommends that students should be provided adequate time to eat; lunch, at least 10 minutes for breakfast and 20 minutes for lunch from the time the student is seated. [http://www.nasbe.org/HealthySchools/healthy_eating.html](http://www.nasbe.org/HealthySchools/healthy_eating.html)

Recess for elementary grades will be scheduled before lunch when feasible so that children will come to lunch less distracted and ready to eat.

Adequate serving space will be provided and efficient methods of service will be used to ensure student have access to school meals with a minimum amount of waiting time.

Adequate seating will be available to accommodate all students served during each meal period. Adequate supervision will be provided in the dining area.

The dining area will be clean, orderly and inviting.

### 2.4 Food Safety

All food service equipment and facilities will meet applicable local and state standards for safe food preparation and handling, sanitation, and workplace safety.

In accordance with Section 111 of the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), the district will implement a food safety program for the preparation and service of school meals based upon the Hazard Analysis and Critical Control Point (HACCP) principles.
Nutrition Education

3.1 Classroom
Students will have the opportunity to participate in a variety of classroom nutrition education learning experiences that include the following characteristics:

**Nutrition knowledge**: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;

**Nutrition related skills**: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising; and

**Assessment of personal eating habits**: setting goals for improvement, and planning to achieve those goals.

Nutrition lessons will be designed for integration into other areas of the curriculum such as math, science, language arts, and social studies; will be integrated within the sequential, comprehensive health education program and will incorporate physical activity lessons.

The nutrition education program will engage families as partners in their children’s education.

The district’s Local Wellness Policy Committee will assess all nutrition education curricula and materials for accuracy, completeness, and consistency with both the district’s educational and wellness policy goals.

The staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned. Preparation and professional development activities will provide basic knowledge of nutrition, skill practice in program-specific activities and instructional techniques, and strategies designed to promote healthy eating habits.

3.2 Cafeteria
The school cafeteria will serve as a “learning laboratory” enabling students to apply critical thinking skills taught in the classroom. Attractive and current nutrition education materials will be prominently displayed in dining areas.

Nutrition education will be offered in the school dining room as well as in the classroom and other venues, with coordination between the foodservice staff and teachers.

School meals will be marketed to appeal to all students who will be encouraged to choose and consume a full meal.

Competitive foods (a la carte snacks and beverages) will be marketed to promote healthful choices over less nutrient dense items.
4.0 Physical Activity

4.1 Physical Activity during the School Day
Students will be given opportunities for physical activity during the school day through daily recess periods, physical education (P.E.) classes, walking programs, and the integration of physical activity into the academic curriculum. Schools will promote an environment supportive of physical activity.

4.2 Physical Activity Before and After School
Students will be given opportunities for physical activity through a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs.

4.3 Physical Education Classes
Physical education classes are taught by DOE (Department of Education) licensed physical education teachers in an environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.

Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.

4.4 Creating a Positive Environment for Physical Activity
Physical activity (e.g. running laps, pushups) will not be used as a form of punishment. Opportunities for physical activity (e.g. recess, physical education) will not be withheld as a form of discipline. This guideline does not apply to extracurricular sports teams.

Recess time will not be cancelled for instructional make-up time.

All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically inclined.

Information will be provided to families to help them incorporate physical activity into their children’s lives.

5.0 Other School Based Activities to Promote Student Wellness

5.1 Food Sold for Fundraising Activities
The district will encourage non-food items to be sold as part of school-sponsored fundraising activities. All food sold on school grounds will conform to the same standards as competitive food sales. No foods of minimal nutritional value will be sold on the school campus during the school day that includes thirty minutes before official beginning and thirty minutes after dismissal. “The regulations apply to competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends. However, foods and beverages sold in vending machines must comply with the standards at all times.”

Massachusetts School Nutrition Standards for Competitive Foods and Beverages

5.2 Healthy Classroom Parties and Celebrations
The district recognizes that classroom parties and celebrations are a tradition at school. School staff and parents are encouraged to include healthy food offerings or food-free celebrations, as defined in this policy, at school parties and events to support a healthy environment throughout the district.
Food and beverages for classroom parties and celebrations provided by RPS Food Service Provider will conform to the same standards as competitive food sales.

### 5.3 Food Used as a Reward or Punishment
Teachers and school staff will not use food as a reward or punishment for students. For example, they will not give popcorn, candy, or food as a reward for a job well done on a class project or withhold snacks as punishment for bad behavior.

### 6.0 District Faculty, Staff and Food Service Staff Role in a Healthy School Environment

#### 6.1 Professional Development
District and food service staff and faculty are encouraged to become full partners in the district’s wellness goals. In support of this goal, nutrition and physical activity educational opportunities will be provided to all district and food service staff. These opportunities will address diverse topics related to healthy lifestyles, nutrition and physical activity, and will be provided in the form of educational and informational materials, presentations and workshops.

District and food service staff are encouraged to model healthy eating behaviors.

### 7.0 Policy Implementation

#### 7.1 Monitoring
On each school campus, one individual will be assigned to ensure compliance with standards of the Local Wellness Policy in his/her school. This individual will report on the school’s compliance to the Chairperson of the Local Wellness Policy Committee.

The individual School Principal or their designee will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the Local Wellness Policy Committee.

#### 7.2 Reporting
The Chairperson of the Local Wellness Policy Committee will report on the district’s compliance with the wellness policy to the school board and then be distributed to other interested parties and groups as the school board sees fit.

#### 7.3 Policy Review
To help with the initial development of the district’s Local Wellness Policy, the Local Wellness Policy Committee may conduct a baseline assessment of the school’s existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

School districts may use the School Health Index (SHI) Survey, The Youth Risk Survey and the Body Mass Index (BMI) survey to conduct a baseline assessment and monitor the school’s nutrition and physical activity environments and policies.

Assessments can be repeated at least every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.
Appendix A
Definitions and Acceptable Nutrients per 8 ounces

- À la carte entrée means a single food or combination of foods offered as a main course or central focus of a meal, generally a protein source. When applying the standards, the food product should be analyzed as a whole, not by the individual ingredients that make up the product. For example, a turkey sandwich would include the bread, condiments, turkey, etc.
- Artificial sweeteners means substances added to food or beverages to provide a sweet taste while providing few or no additional calories, including aspartame, sucralose, acesulfame-K, neotame, sugar alcohols and saccharin.
- Standards for fluid milk and milk substitutes are defined by the USDA: All milk served must be pasteurized fluid milk which meets state and local standards for such milk. All milk must have vitamins A and D at levels specified by the Food and Drug Administration and must be consistent with state and local standards for such milk.
- Nondairy beverages must provide the nutrients listed in the following table.
- Milk substitutes must be fortified in accordance with fortification guidelines issued by the Food and Drug Administration.
- Fresh means fresh, frozen, dried or canned without added sugar, fat or sodium for the purpose of these regulations.
- Grain-based products means food products in which the primary ingredient is grain, including pasta, crackers, granola bars, chips and bakery items.
- Item means one serving of a product; packaged items can contain no more than one serving per package.
- Low-fat means 3 grams or less per Reference Amount Customarily Consumed (RACC) standards established by the federal Food and Drug Administration.
- Natural flavorings means the essential oil, oleoresin, essence or extractive, protein hydrolysate, distillate, or any product of roasting, heating or enzymolysis, which contains the flavoring constituents derived from a spice, fruit or fruit juice, vegetable or vegetable juice, edible yeast, herb, bark, bud, root, leaf or similar plant material, meat, seafood, poultry, eggs, dairy products, or fermentation products thereof, whose significant function in food is flavoring rather than nutritional.
- Public school means an elementary, middle, high, charter, innovation or comparable school operated by a public school district or board of trustees pursuant to Chapter 71 of the Massachusetts General Laws. Reduced fat means at least 25% less fat per Reference Amount Customarily Consumed (RACC) than an appropriate reference food.
- School day means the hours of the day that students must attend school.
- Sweetener means a substance derived from a natural product that is added to food or beverages to provide a sweet taste. Such a substance may be nutritive or nonnutritive. A nutritive sweetener may be either naturally occurring, such as honey, or refined from plants, such as sugar from sugar cane. Nonnutritive sweeteners include products that may be regarded as natural.
- Trans fat-free means less than 0.5 grams of trans fat per item, or as otherwise specified by the federal Food and Drug Administration.
- Whole grains means grains or the foods made from them that contain all the essential parts and naturally occurring nutrients of the entire grain seed. If the grain has been processed, the food product should deliver approximately the same balance of nutrients found in the original grain seed. For purposes of these regulations, whole grain should be the primary.
Appendix 1 Nutritional Guide

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Nutrient per 8 Ounces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calcium</td>
<td>276 mg</td>
</tr>
<tr>
<td>Protein</td>
<td>8 g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>500 IU</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>100 IU</td>
</tr>
<tr>
<td>Magnesium</td>
<td>24 mg</td>
</tr>
<tr>
<td>Phosphorus</td>
<td>222 mg</td>
</tr>
<tr>
<td>Potassium</td>
<td>349 mg</td>
</tr>
<tr>
<td>Riboflavin</td>
<td>0.44 mg</td>
</tr>
<tr>
<td>Vitamin B-12</td>
<td>1.1 mcg</td>
</tr>
</tbody>
</table>

Objectives
The faculty and administration of the Revere Public Schools are committed to fostering honesty and integrity in our students and in our classrooms. While we maintain high academic standards for all students, we expect students to achieve those standards through honest hard work.

To assist students in understanding the importance of academic honesty and to deter dishonest behavior, we have developed a policy that clearly defines dishonest behavior and outlines the consequences of such behavior. The ultimate purpose of this policy is not to punish students, but to teach them about academic honesty, to encourage them to seek help and assistance when they are unsure of their conduct, and to guide them to act with honesty and integrity at all times.

Student Credo/Student Expectations
As students of the Revere Public Schools we understand that success must be earned, and that true success in anything is built upon honesty and hard work. We understand that the rules of fair play must apply not only to our sports but to our studies and our relationships with others. We understand that when dishonest people win, they lose the most important part of themselves, and that their victories are hollow. Therefore, we refuse to betray ourselves, our classmates, or our teachers by cheating, stealing, or lying. In everything we do, we will conduct ourselves with honor.

Honest and Dishonest Behavior: Definitions and Examples
The RPS faculty and administration strive to create an environment in which students learn collaboratively; however, there is a distinct difference between acceptable collaboration and dishonest collaboration. By definition, collaboration is the act of working with another individual or a group in order to reach a common goal. Most often, when students collaborate they also share a common grade. Acceptable forms of collaboration include studying for exams with other students and working on group projects in which every member contributes equally. Teachers are responsible for establishing the ground rules of collaboration in an assignment. Collaboration on an assignment may take place only to the extent established by the teacher.

The RPS defines cheating as any attempt to give or receive an unfair advantage in any academic activity. Academic dishonesty, or cheating, takes many forms. It is important for students to be aware of behaviors that are considered dishonest and that will result in disciplinary action. Those students who knowingly provide unfair assistance to their classmates are just as much at fault as those who receive unfair assistance.
Cheating includes but is not limited to:
- copying another student’s work with or without his/her permission
- allowing another student to copy your work
- working with another student on an assignment that the teacher has explicitly designated as “independent” work
- submitting a pre-written assignment when the assignment was meant to be composed in class
- submitting work for one class that has already been accepted for credit in another class
- exchanging verbal, physical, or technological signals during a quiz or test
- looking at another student’s paper during a quiz or test
- allowing another student to look at your paper during a quiz or test
- revealing test or quiz information to a student or students in another class period with the same teacher or course
- using unauthorized study aids, notes, books, data, portable electronic devices, calculators and/or programs during a test or quiz
- sabotaging the projects or experiments of others; attempting to corrupt someone else’s data
- misrepresenting laboratory data
- fabricating non-fiction stories

Because we live in an increasingly technological world in which information is easily accessed, it is necessary to constantly remind students that claiming credit for someone else’s words, images, data, and/or ideas is plagiarism, and it is a serious offense. In fact, the word plagiarism comes from the Latin word plagarius, a kidnapper.

Plagiarism* includes but is not limited to:
- submitting as one’s own an assignment that has been copied entirely or in part from another source, such as one’s textbooks, another student’s work, library and resource materials, computer files, or the Internet
- submitting as one’s own an assignment that has been completed by a parent, sibling, or friend
- claiming credit for artistic work (a musical composition, photo, painting, drawing, sculpture, or design) done by someone else
- claiming credit for technical work (computations, graphs, diagrams, maps, laboratory data) done by someone else
- failing to document the source(s) of borrowed words, images, data, or/and ideas
- omitting quotation marks when quoting directly from a source
- paraphrasing or summarizing ideas without giving proper documentation
- “borrowing” the sequence and structure of someone else’s work without proper acknowledgement

*For further assistance, students should refer to the RPS “Student Guide for Documenting Sources Using MLA/APA Format” as well as the “Plagiarism Policy” in the Student Handbook.
Protocol for Violations of the Academic Honor Code

Level 1: Teacher-Student Conference
At Level 1, the primary goal is to resolve the honor code violation in the least disruptive, most educational manner possible. The first step in addressing academic dishonesty will be a conference between the teacher and student. This conference should take place in a timely manner, within hours or days of the perceived violation. During the conference, the student and teacher can use the Assignment Explanation Form to identify the problem and devise a correction plan.

If the student agrees to follow the correction plan and completes the plan in the prescribed time, the teacher can allot partial credit for the work if it meets the criteria established in the correction plan and assign the student a grade rather than a zero. There should be no need to advance to Level 2. The teacher keeps a record of the conference, the Assignment Explanation Form, and any follow-up of the correction plan. The teacher also submits a copy of the Assignment Explanation Form to the student’s assigned vice-principal (or assistant principal as the case may be in middle school).

If the student does not admit to the violation in this conference, or does not agree to follow the correction plan, the case will proceed to Level 2.

If a student has demonstrated a pattern of academic dishonesty by repeatedly violating the honor code, the student’s vice-principal or assistant principal may decide to move directly to Level 2.

Level 2: Honor Code Committee Hearing
The teacher should fill out an Honor Code Violation Form and deliver a copy to the student’s assigned vice principal or assistant principal, along with copies of any appropriate evidence. The vice principal or assistant principal will then ask the student to gather evidence that establishes his/her academic integrity. For example, in cases of plagiarism, the student can be encouraged to produce evidence of the writing/research process, such as notes, earlier drafts, or outlines.

At Level 2, the following steps will take place
• The teacher will send a copy of the Honor Code Violation form to the student’s vice-principal or assistant principal and relevant content director
• Along with a copy of the Honor Code, a letter will be sent home to parents explaining the nature of the alleged Honor Code violation
• The vice-principal or assistant principal will convene and chair a committee of five Honor Code Committee members to hear the case

Accompanied by a parent or guardian when possible, the student will have an opportunity to present his or her case at the hearing. If the student at the Level 2 hearing cannot establish convincing evidence as to his or her academic integrity, he or she will be subject to the penalties outlined below.
Penalties for Academic Dishonesty

Students should not be penalized for honesty, yet that is what happens when student dishonesty is overlooked or minimized. Therefore, fairness requires that there be real consequences for dishonest behavior. Furthermore, clear and meaningful consequences can deter students from behaving dishonestly in the first place.

The consequences of violating a college honor code can be severe, including removal from the school, and dishonesty in the work place can not only result in the loss of one’s job, but in criminal charges. At the middle/secondary levels, consequences need to be clear and meaningful, but administered with sensitivity to the students’ level of maturity. When students do behave dishonestly, the consequences can help them to appreciate the gravity of their mistakes and to learn from them.

If a student fails to establish his or her claim at Level 2, the minimum penalty for an Honor Code violation will be no credit/zero for the assignment. Depending on the severity of the offense, the range of additional penalties for violations to the Honor Code may include:

- no opportunity to “make up” the assignment
- subtraction of points from the student’s final average
- notification of parent or guardian
- refusal on the part of the teacher to write the student(s) a letter of recommendation (RHS only)
- loss of membership in school organizations (for example, National Honor Society, student government, newspaper, yearbook, and so forth)
- disciplinary action by the assistant principal, vice-principal, or principal, including suspension or expulsion

Throughout this process, every effort will be made to respect the student’s privacy. Nonetheless, a record of the violation kept by the appropriate vice-principal (or assistant principal at the middle schools) is essential to the process for these reasons:

- students who repeatedly violate the Honor Code, from teacher to teacher, year to year, must be held accountable for their behavior;
- the record itself, permanent but confidential, should deter students from repeating their mistakes;
- students who maintain their innocence will write a statement that constitutes their defense. In other words, the record will include both the teacher’s and the student’s claims.
Students who violate the Honor Code should not be publicly stigmatized in their journey through the Revere Public Schools, nor should they feel compelled to continually defend themselves to the faculty or to their peers. The chair/members of the Honor Code Committee will safeguard the confidentiality of each violation while responding knowingly to further violations on the part of the student(s).

Acknowledgements
We would be remiss if we did not acknowledge and thank the authors of these sources: Revere Public Schools’ “Student Guide for Documenting Sources/Plagiarism Policy”; The Center for Academic Integrity; Kate Kessler, author of “Helping High School Students Understand Academic Integrity”; Ann Lathrop and Kathleen Foss, authors of Student Cheating and Plagiarizing in the Internet Era: A Wake-Up Call; Joseph W. Gauld, author of “Cheating, Honor Codes, and Integrity”; honor codes at Milton High School, Lexington High School, Triton Regional High School, Martha’s Vineyard Regional High School, the University of Florida, California State University, Georgia Tech, and Wellesley College.
Level 1: Teacher-Student Conference Assignment Explanation Form
Adapted from pp. 44, 59 of Plagiarism by Barry Gilmore

Student Name:________________________________________________________________________

Teacher and Course Name:_________________________________________________________________

Date:__________________________________________________________________________________

Assignment:____________________________________________________________________________

I noticed the following as I graded this assignment:

_____ Some passages appear to come directly from another document.

_____ Some passages seem to be very close in structure or idea to those in another document.

_____ Some citations appear to be missing or incorrect.

_____ Some bibliography entries appear to be missing or incorrect.

The spaces below offer you an opportunity to correct any misunderstandings before I move forward with my response to this assignment.

Please explain the process you used in your research and writing for this assignment.
____________________________________________________________________________________
____________________________________________________________________________________

Was there anything you misunderstood about the assignment or its parameters?
____________________________________________________________________________________
____________________________________________________________________________________

Description of correction plan:
____________________________________________________________________________________
____________________________________________________________________________________

I understand that plagiarism or failure to cite sources in the future may result in more severe penalties. By signing below, I agree that there were problems with my attribution of source material on this assignment and I agree to follow the correction plan above.

____________________________________________________________________________________

Student signature Date

I do not agree to follow the correction plan above.

____________________________________________________________________________________

Student signature Date

A41
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”).
<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</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 Revere address:</td>
<td>Valid Driver’s License</td>
</tr>
<tr>
<td>Copy of lease and record of recent payment</td>
<td>- Gas Bill/Oil Bill/Electric Bill</td>
<td>Valid Ma Photo ID Card</td>
</tr>
<tr>
<td>RPS Landlord Affidavit (copy attached) and recent rental payment</td>
<td>- Home Telephone Bill (not cell phone)</td>
<td>Passport/Green Card</td>
</tr>
<tr>
<td>Current Section 8 Agreement</td>
<td>- Cable Bill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Excise Tax</td>
<td></td>
</tr>
</tbody>
</table>

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 15<sup>th</sup> 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

___________________________________________________________________________
Parent/Guardian Name

___________________________________________________________________________
Parent/Guardian Name

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

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 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

APPENDIX A

Definition of Terms

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

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)
Appendix B

BULLYING PREVENTION AND INTERVENTION PLAN

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: ________
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)
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: __________
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.

A60
2. You must also know that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in-person 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 network accounts - that is related to their capacity as a school employee, is still subject to public records retention, exemption, and disclosure requirements.

6. 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.

Approved by Revere School Committee on 10/25/11
Appendix B – Forms

Request for Course/Degree Approval ...........................................B1
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Maternity Medical/Maternity Leave Request Form .........................B14
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REVERE PUBLIC SCHOOLS

COURSE/DEGREE APPROVAL FORM – Updated 1/13/14

Date: ______________________

Directions:

- This request must be submitted to the Assistant Superintendent prior to enrolling in the program or taking the course(s).
- If courses are not part of a degree program, each course requires separate approval; if courses are part of a degree program, they do not require separate approval. The program approval will suffice.
- Teachers should attach to this request a copy of the course/program description from the college.
- Course description must include number and means (online or in person) of each class meeting, course requirements, and number of credits to be granted.

Name: __________________________________________

Current teaching assignment: ____________________________

Current area(s) of certification: ____________________________

ADVANCED DEGREES

Degree program: ____________________________

Accredited institution: __________________________________

Total number of credits required: ______ Number of transfer credits allowed: ______

Expected date of completion: ____________________________

GRADUATE COURSES

Title of course: ____________________________

Accredited institution: __________________________________

Number of graduate credits: ____________________________

How does this course enhance your teaching field? ____________________________

Approval by Assistant Superintendent ____________________________ Date: __________

The original of this form will be placed in your personnel folder, and a copy will be returned to you. After you complete the course(s)/program, please submit your official transcript(s), a copy of this form, and a copy of the form entitled “Graduate Credit Review.”
GRADUATE CREDIT REVIEW
(Request for Approval for Salary Increment)

Name: ____________________________  School: ________________

Date Effective: ______________________

Circle One:  B+15    MA    MA +15    MA+30    MA+45    MA+60   CAGS   ED.D.

(Attach Official Transcripts)

# of Grad Credits/Course Number  Title of Graduate Course

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________


In Service

In Service Credits  Attach Documentation

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Payroll Only

Completed____  Recorded
### REVERE PUBLIC SCHOOLS
Professional Leave Request Form

**Directions:**
- Complete the top 3 sections then submit to your principal to begin approval process.
- When possible, submit form at least 10 days prior to the meeting/conference.
- A formal presentation(s) or training session(s) relaying information from the meeting/conference to other staff may be required at the discretion of the administration.
- Attach a copy of the documentation identifying (check the one that applies):
  - You as a presenter at the meeting/conference
  - You as a board member or representative of the educational organization
  - The DESE committee on which you’ve been asked to serve
  - The district initiative for which you are receiving professional development (ex: BSRI, Open Circle, ANet, SDP, etc.)

**Name(s)*:**

---

**School and Grade/Department:** ____________________________ **Today’s Date:** ______________

**Number of other professional days this year:** ______________

**Total number of days out of classroom/office this year** ______________ 
  (Include personal, professional, sick, family illness, bereavement, in-service, etc.)

---

**Title of meeting/conference:** ____________________________

**Date and Time of meeting/conference:** ____________________________

**Location of meeting/conference:** ____________________________

**Meeting/conference Fee and Source of Funding:** ____________________________

**Substitute Requested (circle one):**  Yes    No  
  Indicate periods (if appropriate): ____________________________

**AP/VP signature indicating notification received:** ____________________________

---

**INITIAL APPROVALS**  (Sign, circle Y or N, date):

**Principal:** ____________________________  Y   N   Date: __________

**Director:** ____________________________  Y   N   Date: __________

---

**FINAL APPROVAL**  (Sign, circle Y or N, date):

**Asst. Supt.:** ____________________________  Y   N   Date: __________

---

*Co-presenters/multiple attendees need complete just one form jointly with all of the requisite attachments. If there are several attendees, write “see attached list” next to “Name(s)*” and attach a list of participants.*
PERSONAL DAY (PLV) REQUEST

- Procedure:
  1. Your principal can tell you if the day you requested is “closed.” Please do not call the superintendent’s office to inquire about availability or approval.
  2. Your principal recommends the personal day.
  3. You send or bring the form to Eleanor Collar.
  4. If final approval is granted by the Superintendent, the original will be returned to the principal.

- Limit: 20 per day, system-wide
- Restriction: The second personal day cannot be used a day that a Principal’s/Director’s meeting is scheduled.

Name ____________________________ Position ____________________________

School ____________________________ Today’s Date ____________________________

Date requested for PLV _____________ Is this your first PLV Day? YES { } NO { }

If “NO,” enter date of first PLV Day: _____________

________________________________________
Principal’s Signature

RECOMMENDED [ ] NOT RECOMMENDED [ ]

- - - - - - - - - - - - - - NO NOT WRITE BELOW THIS LINE- - - - - - - - - - - - - -

APPROVED [ ] DENIED [ ]

______________________________
Date ____________________________

Dianne Kelly, Ed.D.
Superintendent of Schools
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</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 #:(______) ________________________

WORK LOCATION: ________________________________

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
# FIELD TRIP APPLICATION (REVISED July 2015)

Date of Application: ____________________________

Permission is requested to conduct the following field trip:

1. Date of Trip: ___________________________________________ Grade(s) ____________

2. Destination: ____________________________________________

3. Mode of Travel: __________________________________________


   Approximate Return to School Time: ____________________________

5. TOTAL NUMBER OF PASSENGERS (Including chaperones and teachers) ____________

6. Teachers Involved: * ____________________________________________

7. Indicate Educational Benefits of Trip: ____________________________

8. Teacher’s Signature: __________________________ 9. Director’s Signature ____________

### Your trip is:

- [ ] APPROVED
- [ ] NOT APPROVED

### Buses are:

- [ ] RESERVED
- [ ] NOT AVAILABLE

### Substitute Needed

- [ ] ALL DAY
- [ ] PERIODS

Principal __________________
Transportation Director __________________
Assistant Principal __________________

SUPERINTENDENT’S OFFICE APPROVAL ____________________________

**Teachers Please Note:**

PERMISSION SLIPS ARE DUE TO THE NURSE 3 WEEKS IN ADVANCE OF TRIP.

ATTENDANCE SHEETS WITH THE STUDENTS NAME AND ID. NUMBER MUST BE SUBMITTED TO THE FLOOR OFFICE THE MORNING OF YOUR FIELD TRIP.

BUS FEES FOR EACH BUS FOR THE FIRST 4.5 HRS AND AN HOUR AFTER THAT VARY EVERY YEAR (CONTACT TRANSPORTATION OFFICE). FEE NEEDS TO BE SUBMITTED TO TRANSPORTATION TWO DAYS PRIOR TO THE TRIP DATE. MAKE CHECK PAYABLE TO THE CURRENT BUS COMPANY.

Main Office Only:

ONCE APPROVED, COPIES OF THIS FORM MUST BE SENT TO:

- [ ] Deans ____________
- [ ] Director ____________
- [ ] Originating Teacher ____________

☑ RN REVIEWED
REVERE PUBLIC SCHOOLS

Teacher's Name ___________________________ School ___________________________

Return this form by ______________________

FIELD TRIP PERMISSION FORM

Student's Name ___________________________ Grade __________ Room ______

Please list home number and emergency contact numbers for the DATE/Time of this trip.

1. Name ___________________________ Telephone # ___________________________

2. Name ___________________________ Telephone # ___________________________

Please list any current medical condition(s) or physical limitations your child may have including allergies:

________________________________________________________________________

________________________________________________________________________

ONLY EMERGENCY OR ESSENTIAL MEDICATIONS WILL BE ADMINISTERED DURING FIELD TRIPS.

Does your child have a current medical condition that will or might require medication during this field trip? (e.g. inhaler, Epi-pen, etc.)

If YES, please complete the following section:

Drug __________________________ Dose __________________________ Time Needed ______

I give my child permission to travel to __________________________

(Destination)

On __________________________

_________________________________________  __________________________

Signature of Parent/Guardian  Date

Permission slips must be returned three weeks in advance of field trip.
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 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 WHEREOF, 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 WHEREOF 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

B10
CORI REQUEST FORM  REVPS - CH 385 – G

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.
Revere Public Schools

Emergency and Medical Information

In order for staff to better service your child, we are requesting further information about their health and emergency contacts in the event that we are unable to reach you. Please complete this form and add any other relevant information on the reverse side.

Student’s Name __________________________________ Date of Birth ____________

Address ___________________________ Home Telephone # ______________________

Mother’s Work # __________________ Father’s Work # ______________________

Cell Phone # _____________________________

Please list TWO other emergency contacts to whom your child can be released if you cannot be reached:

1. ____________________________ Name ____________________________
   Phone Number ____________________________

2. __________________________________________

Student Health Information

Below is a partial list of medical conditions. Please complete this form and add any other relevant information about your child on the reverse side.

- Hearing Loss yes _____ no _____
- Vision Problems yes _____ no _____
- **Asthma** yes _____ no _____
- **Seizures** yes _____ no _____
- Diabetes yes _____ no _____

Medication(s) taken at home_______________________________________________________
______________________________________________________________________________

[*NOTE: Since there is NOT a nurse on-site at this program, please arrange for your child to take his/her medication before or after attending the program.]*

**ALLERGY INFORMATION**

<table>
<thead>
<tr>
<th>Food: ____________________________</th>
<th>Describe Reaction</th>
<th>Describe Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ none</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drugs: ____________________________</th>
<th>Describe Reaction</th>
<th>Describe Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ none</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other: ____________________________</th>
<th>Describe Reaction</th>
<th>Describe Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ none</td>
<td></td>
</tr>
</tbody>
</table>

COMPLETED FORM MUST ACCOMPANY REGISTRATION

Signature __________________________ Date __________________________

Parent/Guardian’s
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 incapacity due to pregnancy, prenatal medical care or child birth;
- 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 Entitlements
Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a single 12-month period. A covered service-member is (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; 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 the eligible employee takes FMLA leave to care for the covered service-member, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

*The FMLA definitions of "serious injury or illness" for current servicemembers and veterans are distinct 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 the 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 hours of service eligibility requirements apply to airline flight crew employees.

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either 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 in 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 need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employers must make reasonable efforts to schedule leave for planned medical treatment so as 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
Employers 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 employee 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 may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may 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 employee'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 amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

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 employer 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 greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.
REVERE PUBLIC SCHOOLS MATERNITY LEAVE NOTICE FORM

This form should be completed when there is intent to take a planned maternity leave or immediately after the delivery of a child. It does not apply to members who are out sick due to complications with pregnancy.

2015-16 School Year
Educator’s name (please print) __________________________________________

School currently assigned to ___________________________ Date ____________

It is my intention with this letter to inform you of my intent to take leave due to pregnancy.

The anticipated due date of my child is ___________________________. With this, I expect to take:

(Complete ONE of the boxes below)

OPTION A *Note: Sick days are only applied to actual school days and must be taken within 14 days prior to delivery and 63 days after delivery. Skip holidays and vacations when counting beginning and end of sick leave time. However, be aware that the FMLA allows for a total of 12 consecutive calendar weeks, INCLUDING holidays, etc.

☐ Maternity Disability where I will begin using my (up to 40) sick days (thus being paid for that time) beginning on ____________________.

first sick day used for leave

This disability will take me until _______________ at which time I plan

last sick day used for leave

☐ To return to school

☐ To extend the leave, bringing my total leave to 12 calendar weeks (not including school vacations) under the Family Medical Leave Act. I realize I will not be paid for days beyond my sick time or for any sick days in excess of 40.

☐ To return from a leave of unpaid absence on:

☐ The first day of school of the following school year (2016).

☐ Since leave commenced after April 1st, I will stay out the remainder of the school year plus the following school year (2017).

OPTION B *Note: Under FMLA, you are allowed 12 calendar weeks leave. Vacations count as part of the allowed time.

☐ Unpaid Maternity Leave under the Family Medical Leave Act for 12 weeks beginning on

_____________ and returning to work on ___________.

anticipated leave date anticipated return date

If these plans change at any time, I will notify the Assistant Superintendent, my building principal, and my director as soon as possible.

Educator’s Signature _______________________________________

Principal’s Signature ________________________________

Copies of this form must be sent to the Deputy Superintendent, your building principal and your director.
Physical Restraint Report
603 CMR 46.06(5)

NOTE: This report is required to be submitted to the Department of Education by a publicly funded education program after any physical restraint of a student lasting longer than twenty (20) minutes and/or after administration of a physical restraint that results in serious injury (requiring emergency medical intervention) to a student or staff member. This report must be sent to the Department within five (5) school working days of the administration of the restraint.

### IDENTIFYING INFORMATION:
- Name of School District, Charter School, Educational Collaborative or Approved Private Special Education School:

<table>
<thead>
<tr>
<th>Name of Student: ___________________________________________</th>
<th>Date of Restraint: _________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does student currently receive special education services?</td>
<td>Yes: ☐ No: ☐</td>
</tr>
<tr>
<td>Date of this report: _________________________</td>
<td>Site of restraint: _________________________</td>
</tr>
<tr>
<td>This report prepared by: _________________________________</td>
<td>Position: ________________________________</td>
</tr>
<tr>
<td>Address: ______________________________________</td>
<td>Telephone: ( ) ______________________</td>
</tr>
</tbody>
</table>

Staff administering restraint:

<table>
<thead>
<tr>
<th>Name: ____________________</th>
<th>Title: ____________________</th>
<th>Received prior restraint training: ☐ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________________</td>
<td>Title: ____________________</td>
<td>Received prior restraint training: ☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

Observers (if any):

<table>
<thead>
<tr>
<th>Name: ______________________________________</th>
<th>Title: ______________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________________________________</td>
<td>Title: ______________________________________</td>
</tr>
</tbody>
</table>

Administrator who was verbally informed following the restraint:

<table>
<thead>
<tr>
<th>Name: ______________________________________</th>
<th>Title: ______________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported by: _______________________________</td>
<td>Title: _________________________________</td>
</tr>
</tbody>
</table>

Parent who was informed of this restraint:

<table>
<thead>
<tr>
<th>Name: ______________________________________</th>
<th>Telephone: ( ) ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Called by: _________________________________</td>
<td>Title: ______________________________________</td>
</tr>
</tbody>
</table>

B15
PRECIPITATING ACTIVITY:
Description of activity in which the restrained or other students were engaged immediately preceding use of physical restraint:

Behavior that prompted restraint:

Efforts made to deescalate and alternatives to restraint that were attempted:

DESCRIPTION OF PHYSICAL RESTRAINT:
Justification for initiating physical restraint (check all that apply):

☐ Non-physical interventions were not effective
☐ To protect student from imminent, serious, physical harm
☐ To protect other student/staff from imminent, serious, physical harm
☐ To implement necessary restraint in accordance with the student’s IEP or other written plan (describe pertinent provisions of the IEP or other written plan):

Describe holds used and why such holds were necessary:

Student’s behavior and reaction during restraint:

Time restraint began: ____________________________   Time restraint ended: ________________________________

CESSATION OF RESTRAINT:
How restraint ended (check all that apply):

☐ Determination by staff member that student was no longer a risk to himself or others
☐ Intervention by administrator(s) to facilitate deescalation
☐ Law enforcement personnel arrived
☐ Staff sought medical assistance
☐ Other (describe):

B16
Description of any injury to student and/or staff and any medical or first aid care provided:

Incident report was filed with the following school district official: ________________________________.

FOR EXTENDED RESTRAINTS (beyond twenty (20) minutes):
Alternatives to extended restraint that were attempted:

Outcome of those efforts:

Justification for administering extended restraint:

FURTHER ACTION TO BE TAKEN:
The school will take the following action and/or disciplinary sanctions (check as many as apply):

- [ ] Review incident with student to address behavior that precipitated the restraint.
- [ ] Review incident with staff to discuss whether proper restraint procedures were followed.
- [ ] Consider whether follow-up is necessary for students who witnessed the incident.
- [ ] Conduct a local investigation of any complaint regarding this restraint (describe investigation procedures):
- [ ] Disciplinary action/sanctions taken by the program (describe):

PARENT/GUARDIAN NOTIFICATION (required for all reported restraints):

Verbally informed of physical restraint on __________________ by teacher/administrator/other or documented attempts to contact verbally (describe):

Written report sent within 3 school working days of administration of restraint to parent/guardian on __________________ by __________________________ (teacher/administrator/other) at the following address:

__________________________________________________________

- [ ] Sent in native language of the parent/guardian (language): __________________________

Parent/guardian was offered opportunity to discuss the administration of physical restraint and/or disciplinary sanctions with teacher/administrator. Results of discussion (Attach separate page if necessary):

- [ ] The required copy of the record of physical restraints for this program is attached to this report for Department of Education review. This record of physical restraints is required to be maintained by the program administrator for the 30-calendar day period prior to date of this reported restraint.
REVERE PUBLIC SCHOOLS
101 SCHOOL STREET
REVERE, MA 02151

Required
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 http://www.identogo.com/FP/Massachusetts.aspx the site will provide information and closest location (Beverly, Dorchester, Tewksbury or Wilmington) 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 hold on to this receipt, you may be asked to return it to the Superintendent’s Office.

REVERE PUBLIC SCHOOLS: ID# 02480000

NAME OF APPLICANT:__________________________________________

POSITION:____________________________________________________

SCHOOL:______________________________________________________
PROTOCOLS

Code of Conduct................................................................. C1-2
Teen Pregnancy................................................................. C3
Teacher English Fluency..................................................... C4

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.

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

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

Pregnant students have the right to remain in their regular or current school program, including advanced placement programs, in-district special education placements, as well as out-of-district special education placements funded by the Revere Public Schools. Pregnant students may also participate in any and all extracurricular, intramural, and interscholastic activities, Senior/Junior Prom, and graduation programs or activities.

Revere Public Schools students cannot be expelled, suspended, or otherwise excluded from any academic or extra-curricular program, or be required to participate in school programs, solely on the basis of the students’ pregnancy, childbirth, pregnancy recovery or termination, conditions related to pregnancy, or marital or parental status.

Participation in special academic or extra-curricular programs for pregnant students are completely voluntary on the part of the student and said programs are offered to non-pregnant students as well.

The Revere Public Schools allows pregnant teens to take part in physical education classes, although the same documentation required for participation for all students must be provided. If a student is not able to participate in the regular physical education program, the Revere Public Schools will develop an alternative curriculum that will cater to her condition and provide her with physical education credit.

The Revere Public Schools treats pregnancy as it treats other medical conditions. Services are to be provided to pregnant students in the same manner as services are provided to students with other temporary disabilities.

A pregnant or parenting teen must obtain certification from a physician for a medically related absence in the same manner that is required for all students for absences due to medical conditions.

Upon returning from an excused absence, a student will be reinstated in the Revere Public Schools with the same status as before the leave began, and will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon completion of such assignments, the student will be given full credit.

Upon the recommendation of the student’s physician, a pregnant student may be granted a leave of absence for as long as it is deemed medically necessary, during which time the student will be entitled to tutoring services comparable to tutoring services provided to students with other temporary disabilities.
English Language Proficiency Requirements for Teachers of ELL Students

General Laws c. 71A, as amended by Chapter 386 of the Acts of 2002, is the Massachusetts law governing the education of limited English proficient students. The law requires teachers in English language classrooms to be “fluent and literate in English.” English language classrooms encompass both sheltered English immersion classrooms and English language mainstream classrooms. Teachers in classrooms other than English language classrooms (e.g., bilingual education and foreign language classrooms) do not need to meet the English literacy and fluency.

All teachers in the Revere Public Schools whose first language is not English must meet the standards for literacy and fluency in English. The following policy of the Revere Public Schools defines the method of determining English language proficiency of current teachers of English language learners and new teachers prior to hiring:

1. Literacy in English
   - The teacher must possess a Massachusetts teaching license
   - The teacher must possess a Bachelor’s degree from a college or university where the language of instruction was English.
   - The teacher must have taken and passed a test approved by the Commissioner of Education.

   The teaching credentials of potential hires are to be reviewed by the Superintendent or his/her designee, the Principal or his/her designee, and the ELL Coordinator.

2. Fluency in English
   Fluency is defined as having oral proficiency in English that consists of comprehension and production. Production is defined as accurate and efficient oral communication using appropriate pronunciation, intonation, grammar, and vocabulary in an interactive professional context.

   The following process must be followed to determine the fluency of current and future teachers:

   - Current teachers: Classroom observation/interview and assessment by the teacher’s supervisor, Principal, ELL Coordinator, or Superintendent or his/her designee;
   - Candidates for new hire: an interview and assessment by the Principal and/or designee, ELL Coordinator, or Superintendent or his/her designee;

   A test is needed only in cases where the teacher’s English fluency is not apparent through classroom observation and assessment or interview and assessment.

C4
DISTRICT CONTACTS

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