GARDNER PUBLIC SCHOOLS

2021-2022 TEACHER RESOURCE GUIDE FOR PROFESSIONAL PRACTICES

Gardner Public Schools

Every child, in every classroom, every day, will: feel welcomed, safe, and included in our community; have adults consistently interact in ways that foster positive, supportive relationships; and be engaged in relevant, academically rigorous instruction.

Our Core Values are:
Community **A**ppreciation **R**esponsibility **E**xcellence

Mark J. Pellegrino, Ed.D.
Superintendent of Schools

Updated: August 2021

"It is the policy of the Gardner School Committee not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, or limited English proficiency."

Affirmative Action Officer
Title IX and Title V:

Director of Human Resources
City of Gardner
95 Pleasant Street, Gardner, MA 01440
Phone: 978-630-4001
Fax: 978-630-4025

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the district who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, or limited English proficiency. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

File: GBA
[Adopted: May 12, 1997]
[Reviewed: January, 2003]
[Revised: March, 2017]
[Revised: June 2019]
[Revised: October 2019]

Source: Massachusetts Association of School Committees, Inc.

CIVIL RIGHTS ASSURANCES

- Gardner Public Schools takes an active role in ensuring that all educational programs, activities and employment practices are free of civil rights violations. School programs are conducted equally for all people regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, or limited English proficiency. The Superintendent's office may be contacted concerning equal rights:

- **Title VI (Chief Academic Officer):** Equal rights and opportunities for all individuals within all school programs.
- **Title IX (Chief Academic Officer/Director of Human Resources):** Equal rights and opportunities for all regardless of gender.
- **Section 504/ADA Coordinator (Pupil Personnel Director/Chief Academic Officer):** Equal rights and opportunities for persons with disabilities.
- **McKinney-Vento & Homeless/Foster Care Liaison (Pupil Personnel Director):** Education of children and youth experiencing homelessness and children placed in foster care through the Department of Children and Families (DCF).
- **Title I (Chief Academic Officer):** Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.
- **The Massachusetts Equal Educational Opportunity Statute, General Laws Chapter 76, § 5**

The Massachusetts Equal Educational Opportunity Statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in the public schools regardless of their race, color, sex, religion, national origin or sexual orientation. The statute (sometimes referred to as "Chapter 622" after its original 1971 session law number) provides:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public schools on account of race, color, sex, religion, national origin or sexual orientation.

- **Section 504 of the Federal Rehabilitation Act of 1973**

Section 504 of the Federal Rehabilitation Act of 1973 states, "No otherwise qualified handicapped individual, shall solely by reason of their handicap, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal Funds".

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Gardner Public Schools

Every child, in every classroom, every day, will feel welcomed, safe, and included in our community; have adults consistently interact in ways that foster positive, supportive relationships; and be engaged in relevant, academically rigorous instruction.

EVERY CHILD, IN EVERY CLASSROOM, EVERY DAY, WILL:

feel welcomed, safe, and included in our community;

- Adults will personally welcome each child as they enter the school and each classroom.
- The layout of the school and each classroom will be inviting and conducive to learning.
- Students will learn social/emotional skills through direct instruction, supports, and institutional practices.
- Disciplinary practices are restorative rather than punitive--repairing relationships.
- Schools will actively engage families in the education of their children and community.

have adults consistently interact in ways that foster positive, supportive relationships;

- School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve.
- Adult responses to children's behaviors will be empathetic and caring, considering their comprehensive knowledge of the child's development and any possible trauma or stressors.
- The school will work proactively and collaboratively with families to support the whole child.

and be engaged in relevant, academically rigorous instruction, informed by data.

- Each lesson will incorporate rigorous student tasks that engage all learners, provoke higher-order thinking, monitor each student's progress, and provide feedback to students for improvement.
- The schools will monitor and adapt their instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Community **A**ppreciation **R**esponsibility **E**xcellence

GOALS

Gardner Public Schools is committed to tiered instructional growth by implementing strategies that will support:

1. Focusing on student social/emotional and behavioral growth through attendance, parent involvement, crisis prevention and intervention;
2. Implementing targeted standards-based instruction based on common assessments that measure student academic growth; and,
3. Transparent communication that is respectful, timely, consistent, and inclusive.

GARDNER PUBLIC SCHOOL DISTRICT

Administrative Offices

Superintendent of Schools
70 Waterford Street
Gardner, MA 01440
978-632-1000
Fax 978-632-1164

Chief Academic Officer
70 Waterford Street
Gardner, MA 01440
978-632-1000
Fax 978-632-1164

Director of Finance & Operations
70 Waterford Street
Gardner, MA 01440
978-632-1000
Fax 978-632-1164

Grants, Communications & Compliance Administrator
70 Waterford Street
Gardner, MA 01440
978-632-1000
Fax 978-632-1164

Pupil Personnel/Special Needs
130 Elm Street
Gardner, MA 01440
978-630-4076
Fax 978-630-4047

Human Resources Director
70 Waterford Street
Gardner, MA 01440
978-632-1000
Fax 978-632-1164

Our Schools

Waterford Street School (grades PK-1)
62 Waterford Street
978-632-1605
Fax 978-630-4037

Elm Street School (grades 2-4)
160 Elm Street
978-632-1673
Fax 978-632-4382

Gardner Middle School (grades 5-7)
297 Catherine Street
978-632-1603
Fax 978-632-4234

Gardner High School grades (8-12)
200 Catherine Street
978-632-1600
Fax 978-630-4040

Gardner Academy for Learning and Technology (grades 9-12)
160 Elm Street
978-632-1606
Fax 978-630-4953

Central Office Contacts

Position	Extension
Superintendent	7150
Chief Academic Officer	7200
Director of Pupil Personnel and Special Education	4500
Director of Finance & Operations	7300
Grants	7400
Director of Technology	N/A
Director of Facilities	N/A
Administrative Assistant to the Superintendent	7150
Sr. Account Clerk, Payroll	7360
Database Administrator	7650
Technology Dept	7660
Technology Dept	7670
Assistant Director of Finance & Operations	7370
Special Education Secretary	4550
Special Education Secretary	4560
Family Engagement Coordinator	7450

Waterford Street School

PK-1
62 Waterford Street
978-632-1605
Fax 978-630-4037

Vision

Waterford Street School - We will be a school where ALL community members - all students, all staff, all families - experience Joy, Achievement, and Care.

I. **Leadership**: An exemplary school requires effective leaders.
a. Pursue school's vision on a daily basis.
b. Facilitate teacher participation in the decision making process.

II. **Staff**: At Waterford Street School, the staff will work cooperatively with both the students and their families.
a. Have high expectations for student achievement, and accept responsibility to help students meet those standards.
b. Collaborate with colleagues on all facets of school improvement initiatives.

III. **Curriculum and Instruction**: We realize that the early school years are a time for children to discover how to learn and to build an inner excitement for continued success and greater explorations.
a. Strive to be facilitators of the joy of learning, while remembering the importance of child development principles.
b. The learning standards are guided by specific, clearly stated goals for each grade level.

IV. **School Climate**: Our school will establish clear guidelines for student behavior, to provide a supportive and respectful environment that is emotionally and physically safe for young children.
a. Entire staff helps students understand the importance of school rules and values.
b. School rules are based upon fundamental principles that provide clear guidelines.

V. **Collaboration**: Waterford Street School will collaborate with the community to establish effective communication.
a. Partnership in education is achieved by parents, students, and teachers working toward the school's commitment to lifelong learning.

VI. **Students**: Students will participate with staff to reach their fullest potential, striving to become responsible citizens. With a positive self-image, students will serve as role models for one another.
a. Accept responsibilities for their learning and decisions.
b. Believe in them, and take pride in their accomplishments.

Daily Schedule for Students

9:00-9:15	Students report to school
9:15	School day begins
9:15 – 11:45	Morning Pre-School

1:00 – 3:30	Afternoon Pre-School
11:45	Early Dismissal
3:30	Dismissal

Daily Work Schedule for Teachers

Teachers' work day hours are 8:30am to 3:45pm (Mon-Fri.). Early dismissal will be at 11:45. There is no Preschool on half days.

Paraprofessionals have a designated "start" and "end" based on contract hours. Principal assigns these times.

Kindergarten and first grade is from 9:15am – 3:30pm.
Pre-school – AM: Tuesday thru Friday: 9:15 – 11:45
PM: Tuesday – Friday: 1:00 – 3:30
Full day Pre K – Tuesday – Friday: 9:15am – 3:30pm

Staff and Grade Level Meeting Schedule
This schedule will be given to you by your administrators.

Attendance should be taken by 9:15am and the appropriate slip forwarded to the office by 9:30am. If your attendance slip needs to be amended, please contact the office immediately. Frequent student absences/tardiness should be reported to the Administration.

Lunch money will be collected during breakfast, using student envelopes and bags, and sent to the cafeteria before 10am. If you are ordering a school lunch you must fill out a form and send it with your student lunches.

Students must have signed excuse notes explaining their reason for absence/tardiness. The office must keep these notes on file for the entire school year. This is very important.

Students being dismissed must report to the office before leaving the building. Teachers will be notified if the nurse or the office has dismissed any of their students.

Elm Street School

Grades 2-4
160 Elm Street
978-632-1673
Fax 978-632-4382

Elm Street School's Moral Imperative:

We believe that social-emotional learning and support in school is the key to academic success and creating a community of life-long learners. All students ***can*** achieve at high levels, but first must feel and believe that they can despite academic, social, and/or emotional needs. School staff will move past the "roadblock mentality," and present student issues as speed bumps - they may slow us down, but we can get over and past them, and we don't stop. Once students feel they are able to make mistakes, learn and grow from these mistakes and develop a healthy sense of self in a safe supportive environment, a highly rigorous curriculum can be faced and presented to push thinking and develop deeper critical thinking skills for the 21st century global community."

Elm Street School's Guiding Principles:

Compassion - An empathetic ear is a rational response to an irrational world
Connection - We all need to feel connected - otherwise we are isolated and lost
Trust - Believe in yourself and others best intentions
Love - It binds us together
Equity - Everyone gets what they need to be successful
Engagement - We are engaged so we can engage our students
High Expectations - Everyone can achieve at a high level
Perseverance - Everything is difficult until it's easy

Vision

Leadership

- The principal will serve as the instructional leader of the school.
- The principal and assistant principal will provide positive support to all Elm St. School constituencies and be actively involved in all school activities.
- The principals will actively seek all necessary resources necessary to facilitate the instructional process.

Staff

- The teaching staff will serve as positive role models for the students and the community.
- They will work cooperatively to enable the learning process and to encourage their students to express their creativity and to be responsible risk takers.

Curriculum and Instruction

- The Elm St. School curricula will be guided by our local learning standards and will require our students to become active participants in their learning process.
- Our program of studies will be sequential, integrated, and developmentally appropriate.

- We will enable students to organize, process, and present information utilizing a variety of resources.

School Climate

- Elm St. School will strive to provide a safe, supportive, and intellectually challenging environment that contributes to the academic and social development of each individual.
- All members of the Elm St. School community will be valued and recognized for their achievements and efforts, treated with dignity and fairness, and expected to support the school and district's vision in all of their daily endeavors.

Community Support

- Elm St. School is committed to working with students' families, to provide the best possible education for their child.
- Families will make the time to be active participants in their child's education.
- Elm St. School will provide ample opportunities for family accommodations / learning activities.
- School and community resources will work together to enable children and their families to be successful in school. We recognize that community support is *vital* to the education of the whole child.

Students

- Our students will learn to accept responsibility for their learning, their decisions, and their actions.
- Our students will abide by our basic principles of safety, respect, honesty, courtesy, and responsibility.
- Our students will be supported and guided in their efforts to achieve.

Daily Schedule for Students

8:45	Student drop-off
9:00	School day begins
11:30	Early dismissal
3:15	Dismissal

Daily Work Schedule for Teachers

Teachers' work day hours are 8:15am to 3:30pm (Mon-Fri.). Early dismissal will be at 11:30am

Paraprofessionals have a designated start and end based on contract hours. Principal assigns these times.

Staff Meeting Schedule

Staff meetings will be the 1st Tuesday of the month. The other contractual meeting will either be a grade level meeting or ongoing Professional Development as dictated by the Administration/Building Leadership Team and will be held on the 3rd Tuesday of the month. If there is a need to reschedule the meeting, a minimum of 24 hours notice will be provided. Any meetings that fall on a holiday or during a school vacation can be presumed to be the following Tuesday.

Attendance should be taken by 9:00am and the appropriate slip forwarded to the office by 9:15am. If your attendance slip needs to be amended, please contact the office immediately. Frequent student absences/tardiness should be reported to the Administration.

Students must have signed excuse notes explaining their reason for absence/tardiness. The office must keep these notes on file for the entire school year. This is very important.

Students being dismissed must report to the office before leaving the building. Teachers will be notified if the nurse or the office has dismissed any of their students.

Gardner Middle School

Grades 5-7
297 Catherine Street
978-632-1603
Fax 978-632-4234

Vision and Mission

The Gardner Middle School welcomes pupils to grades five, six, and seven. Commensurate with the developmental changes unique to middle school students, our goal is to provide for academic, physical, psychological, social and cultural needs of the individual child. The school is dedicated to the continual development of programs, which provide for a variety of child-centered instructional methods sensitive to the needs, limits, interests, and talents of early adolescents in an ever-changing society.

The Middle School, in cooperation with family and community, endeavors to develop in every student an awareness of our democratic society, and to provide the student with the initial tools needed to become a contributing member of this society.

Daily Schedule for Students

7:30
- Students permitted to enter building
- Students have breakfast in the classroom(optional)
- Students report directly to RTI

8:30
- Students pass to their 1st period class

2:30
- Wave 1- Parent pick-ups, walkers, MOC, VanPool, Minibuses
- Students who take a bus home will be called from the classroom as the busses arrive

Daily Work Schedule for Teachers

Teachers' contractual work day hours are 7:30am to 2:45pm (Mon-Fri.). Early dismissal will be at 10:30am.

Paraprofessionals have a designated start and end based on contract hours. Principal assigns these times.

Notes
- When students go to lockers in the morning, they are expected to get everything they need for the entire day, except for lunch.

During Advisory:
- Establish meaningful connections with kids and their families.
- Work with students to establish SMART goals based on their current grades, attendance, and behavior.

Faculty Meetings
Faculty meetings are held on the first and third Wednesdays of the month, and all teachers are expected to keep Wednesday clear on the calendar. Attendance at all meetings is a professional obligation.

PLC Meetings:

- **Team Meetings**: Using data, the team will identify struggling students and collaborate with the team teachers, counselors, students and their families to implement strategies to best support them. Using data, the team will identify students who would benefit from greater academic enrichment and/or additional social emotional supports. Using data, the team will identify student successes (academic and social emotional achievement). The team will nominate their Students of the Week to highlight student achievement. The team will collaborate on how to differentiate instruction and assessment to meet the needs of all students.
- **Common Planning Time**: Teachers will plan lessons together to ensure that students are meeting standards outlined in the Massachusetts' Curriculum Frameworks. In addition, teachers will look at student work together. Teachers will also observe their colleagues during this time and or participate in learning walks at GMS.

*Special Education Progress Meetings, 504 Reviews and Student/Parent meetings can be scheduled during Common Planning Time, or Team Meeting times in advance.

ATTENDANCE GMS: It is essential that homeroom teachers take careful and accurate attendance. Attendance should be taken by 7:45 a.m. and submitted electronically. Students not physically in class at the 7:45 a.m. are considered tardy unless there are transportation or bus issues. Teachers are required to take attendance before the start of each period and report discrepancies to the office.

Students being dismissed must report to the office before leaving the building. Teachers will be notified if any of their students have been dismissed by the nurse or the office.

Students must have signed excuse notes explaining their reason for absence/tardiness. The office must keep these notes on file for the entire school year.

Gardner High School

Grades 8-12
200 Catherine Street
978-632-1600
Fax 978-630-4040

GHS VISION: We will be a premier school of choice for our students and their families.

GHS Mission:

- Gardner High School provides an enriched academic environment fostered through relevance, rigor, and relationships and ensures that each student learns at a high level.
- In the classroom, we challenge all students in a supportive, positive environment that promotes scholarship and helps students develop the skills, and characteristics, to make them successful for their future.
- On the field, stage, or court, we create fun, engaging opportunities for students to excel in athletics, the arts, and co-curricular activities.
- We promote personal development, and a sense of service to our community.

GHS CORE VALUES: Community, **A**ppreciation, **R**esponsibility, and **E**xcellence

BELIEFS ABOUT STUDENT LEARNING

We believe that all students can learn at a high level with help and support if:

- All students are told over and over again in meaningful and compelling ways that academic achievement demands the same kind of hard work that is required to become the best in other arenas--at baseball, basketball, playing video games, etc...
- We know what excellent work looks like and what skills and competencies are needed for students to do excellent work, teaching the constitutive skills and competencies while providing examples of excellent work and careful guidance.
- We know where each student is academically, and what skills, competencies, and knowledge are required for each one of them to access our challenging curriculum.

EXPECTATIONS FOR STUDENT LEARNING

Students at Gardner High School will develop 21st Century Skills by learning to effectively ***C****reate,* ***C****ommunicate,* ***C****ollaborate and* ***C****ritically analyze and solve problem*s.

CIVIC AND SOCIAL EXPECTATIONS

Students at Gardner High School will be: *Ready, Respectful, Responsible and Diligent*.

DAILY SCHEDULE

The school day begins at 7:00am for teachers and at 7:15am for students. It ends at 2:00pm for students and 2:15pm for teachers, excluding meeting dates.

A warning bell will ring at 7:10am, at which time students are to report to their first period classrooms. Teachers are asked to supervise the corridor in the area in front of their classrooms before, and after, each period, from 7:10 to 7:15am and from 2:00 to 2:15pm.

TEACHER EXPECTATIONS FOR THE CLASSROOM

- Greet students at the door.
- Stand just outside your door during transitions.
- Start class with a warm-up activity ("Do Now").
- Take accurate attendance every period.
- Post Class Objectives and Essential Questions.
- Teach Bell to Bell (Exit Tickets, wrap up, dipstick, etc.).
- Facilitate student tasks that have a high level of rigor. Exemplar characteristics of high rigor necessitate that the student tasks:
    1. Have an objective that is aligned with state standards and is at *creation and/or evaluation* level.
    2. Demand higher-order thinking skills that are at the *creation and/or evaluation* level of Blooms' Taxonomy and an explanation of their thinking.
    3. Require that *all students* actively participate throughout the entire lesson.
    4. Allow for differentiated resources; require all students to step out of their "comfort zone" with scaffolded measures in place.
    5. Lessons are appropriately differentiated to be made accessible for *all* students through scaffolding, but are also elevated for higher achievers.
    6. Individually assess each student's mastery against the objective and provide feedback for improvement

NOTES ON ATTENDANCE

Attendance should be taken at the beginning of each period. Should the computer network be down, an absentee slip should be sent to the office during the first period by means of a reliable student. Teachers, not students, should take the morning attendance. Maintaining accurate daily attendance records will reduce intercom interruptions.

Announcements will be made at the beginning of the day, during advisement, and at the end of the day.

FACULTY/DEPARTMENT MEETINGS

Gardner High School: Faculty/Department meetings are held two Wednesdays each month and all teachers are expected to keep those Wednesdays clear on the calendar. Notification of time and place will be given a week in advance if possible. Please review the published calendar in your teacher packets. Attendance at all meetings is a professional obligation

Gardner Academy for Learning and Technology

Grades 9-12
130 Elm Street
978-632-1606
Fax 978-630-4953

Vision

We believe in the potential for all students to succeed. Our community strives to expand our student's understanding of the world. We build self-worth and drive. Our learners are shown that there are possibilities beyond what they know and that all that exists in their world is not all that there is.

School Mission

To fit the school to the students and re-engage them in their learning. We are a school of choice. We meet the students where they are and enhance their ability, skill, and understanding so that they can achieve a diploma and beyond. At our core we build strong relationships, utilize blended methods for learning, and partner with students, families, and the community for student success.

Core Values

Community

Compassion

Integrity

Responsibility

***We ask you*:**

"Find your purpose" every day

Daily Schedule for Students

Start	End	Mon	Tues	Wed	Thurs	Start	End	Fri
7:05	7:59	A	A	A	A	7:05	10:15	HJK (10:15 dismissal)
7:59	8:53	B	B	B	B	10:15	1:55	Intern (Off Campus)

8:53	**9:13**	**Adv**	**Adv**	**Adv**	**Adv**	**TBD**	**TBD**	**Experientia l learning 1X/month**
9:13	**10:07**	**C**	**C**	**C**	**C**			
10:07	**11:01**	**D**	**D**	**D**	**D**			
11:01	**11:55**	**E**	**E**	**E**	**E**			
11:55	**12:25**	**lunch**	**lunch**	**lunch**	**Lunch**			
12:25	**1:20**	**Strats**	**Strats**	**Strats**	**Strats**			
1:20		**Early bus dismissa l**	**Early bus dismissa l**	**Early bus dismissa l**	**Early bus dismissa l**			
1:20	**2:15**	**Intern (Off campus)**	**Intern (Off campus)**	**Intern (Off campus)**	**Intern (Off campus)**			

Daily Work Schedule for Teachers

a. Teachers' report to school at 7:00am, and the day ends at 2:15pm.
b. Classes start at 7:05am.

Faculty meetings are held every 1st and 3rd Mon. of the month.

PROFESSIONAL EXPECTATIONS FOR STAFF

KEY RESPONSIBILITIES OF ALL GPS FACULTY:

- Punctuality - Be on time, all the time and expect the same from students.
- Attendance - Take accurate attendance. Check the daily attendance bulletin for tardiness and dismissals.
- Teaches Assigned Curriculum - Follow the objectives of the current curriculum guide for the specific course. Continue to revise and make current all curriculums, working cooperatively with other members of your department. Have a working knowledge of the curriculum frameworks and how the standards apply to your lessons.
- Carry out supervisory responsibilities when assigned.
- Be consistent in enforcing school policies.
- Communicate with Parents/Guardians - A call to a parent is an expression of concern and compassion for the student. Communicate with parents in the same manner you expect teachers of your own children to communicate with you. Please call a parent/guardian immediately when student performance is subpar or unacceptable. *Parents also appreciate hearing positive comments about their children. Every effort should be made to provide positive communications to parents/guardians.*
- Classroom Expectations - Make clear which behaviors are acceptable and which ones are not. Follow PBIS principles of tiered behavioral supports as outlined "Student Conduct and Discipline."
- Protect the Confidentiality of Your Students - Students' grades, personal problems, health information, or special circumstances are between you and the student. Students should never grade one another's papers or see one another's papers or see one another's grades. Keep rank books in your personal possession or in a secure place at all times.
- Read and Process **ALL** IEPs and 504 Plans - Know the provisions of each individual plan and make necessary accommodations. Respond to all requests from the School Counselor and SPED department in an appropriate and timely manner. The law obligates that teachers implement all accommodations in the student's IEP and/or 504. It is the teacher's responsibility to implement all goals and objectives, as teachers can be held personally liable. Attend review meetings when asked.
- Reporting - The following should be reported with consistency and regularity. These are the critical procedural things that make our jobs easy when they are done by all.
    - Harassment/Bullying - If you witness a student being harassed by another or made aware that a student is being harassed, it should be reported immediately to an administrator, school counselor or adjustment counselor.
    - Fighting - Call for help immediately. Do not become physically involved. Attempt to separate students by using verbal commands. Follow up with a written report.
    - Abuse - if you are made aware that a student is being abused either directly or indirectly, the **law obligates you to report it.** Report all suspected abuse to the school nurse/school counselor.
    - Accidents - Any and all accidents should be reported to the school nurse and appropriate administrator who will prepare a written follow-up report and fill out the proper insurance forms.
    - Distraught or Anxious Students - If you are at all suspicious or in the least bit concerned that a student may want to hurt himself or herself, play it safe and report it immediately to the appropriate School Counselor.

Accountability - All members of the faculty will perform their assigned responsibilities with excellence while consistently adhering to Gardner's policies, procedures and expectations.

Professional Development is not an Option - All faculty members will engage in professional growth activities that are offered during contracted work hours. All teachers are expected to meet their professional development requirements per contract and licensure requirements. All teachers are expected to update their personal professional development plan and personnel file. If you have new endorsements and/or certifications, please let your Administrators and the District Central Office know.

School Climate - All faculty members are responsible for promoting a positive and safe learning environment for all students, through diligent observance of school law and school policy. Frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helps parents feel more comfortable with the school, and are more likely to become involved. The Center on Families, Communities, Schools, and Children's Learning (1994) reports that parents are more likely to participate in schools if they receive information from teachers about classroom activities, the progress of their children, and how to work with their children at home.

Cooperation - All members of the faculty are expected to work in harmony with colleagues, administrators and staff. For example, if you must leave your class, even if for a short amount of time, please have a cooperating teacher take over until you get back. If there are any issues between faculty, these issues must be resolved in a timely manner to ensure a positive work environment.

Professionalism - All members of the faculty are expected to model desired behavior for students by being prepared, punctual, dependable, respectful and civil. All faculty members are required to attend faculty meetings, department meetings, and assigned committee meetings.

RECOMMEND STAFF DRESS ATTIRE:

As professionals in our schools, we realize and value the public's perception of our role as mentors and models for students. Therefore, the following dress recommendations apply to all teachers, counselors, paraprofessionals, related service providers, secretaries and administrators throughout the district. The recommendation is to be applied for all days students are present, including parent-teacher conferences.

Acceptable attire:

- Clothes that maintain a professional and appropriate appearance; Business Casual
- All staff will wear their district issued ID badges.

The Principal or Supervisor's discretion will be used with questionable clothing.

TEACHING RESPONSIBILITIES:

Classroom Expectations:

Sharing

- Provide students with an opportunity to share something about their weekend, family, or other important thing in their lives.
- This helps students learn more about one another, and helps build common experiences and references.

News and Announcements

- Sharing news and announcements with students helps them to understand that we consider them important enough to share information with them. Announcements are particularly important because they provide an opportunity to share information with students. This is where you can let them know about changes in the schedule, share the lunch menu; remind them of upcoming events, etc. This time really helps establish a sense of community and helps students understand that you value what happens beyond your classroom doors.
- Announcements help make connections between different members of the community, and help students prepare for any changes in the schedule or upcoming events. This planning is an important habit of mind for students.

Expectations for Discourse

- Probing Questions challenge students to explore concepts/big ideas.
- Students express their thinking and reasoning with evidence, and the use of content-appropriate language.
- The majority of students participate in classroom discourse.
- Adequate wait time allows the majority of students to formulate responses.
- Strategic use of techniques, such as “think-pair-share” and “turn and talk”, support student engagement and advance student thinking and reasoning.
- There should be more student talk than teacher talk.

Expectations for Instructional Strategies

- Instructional Strategies align with standards-based learning objectives.
- Lesson develops/utilizes background knowledge and/or content vocabulary.
- Students learn thinking and reasoning skills in the context of instruction.
- Appropriately scaffolded instruction makes use of manipulatives, technology, tiered questions or other means of student supports.
- Students engage in small group work that aligns with learning objectives.
- Teacher assesses whether students are mastering the content/skills, and are adjusting their practice accordingly.

All students can learn at a high level with help and support if

- All students are encouraged in meaningful and compelling ways to show that academic achievement demands the same kind of hard work that is required to become the best in other arenas— for example, at baseball, basketball, music or playing video games, etc.
- We know what excellent work looks like, and what skills and competencies are needed for students to do excellent work, teaching the constitutive skills and competencies, while providing examples of excellent work and careful guidance.
- We can identify strengths and areas of need for each student to access a challenging and engaging

curriculum. We use data related to student formative, and summative, assessments in order to determine instructional practices.

STAFF ATTENDANCE:

Substitute Folders
All teachers are expected to maintain an updated substitute folder that will be kept in the Assistant Principal's office, to be used in the case a teacher is absent. The substitute folder needs to contain assignments for each class period for an entire day. Teachers also need to include a copy of their seating chart for all of their classes, class lists, daily schedule and responsibilities. Plan books must be current so that the sub can carry on with the planned lesson. As one can never predict when one may be out sick, it is imperative that the substitute folder be updated.

Teacher Absences
It is expected that each faculty member will make every effort to attend school on a daily basis. However, there are occasions that necessitate an absence. Should you need to take a personal day, a "Request for Absence" (RfA) form (on the Google drive) must be completed and submitted to the principal at least 48 hours in advance of the anticipated absence. If you are going to be late for school, please notify your Administrator as soon as possible.

If you are sick, or there is an emergency…

Gardner High School
Call the principal's cell phone between 5:00 a.m. and 5:30 a.m. Copies of the day's lesson plans need to be forwarded by email to their "teacher buddy", who will be responsible for making copies and leaving the assignments on the teacher's desk for the substitute(s). An assignment posted in Google Classroom will also suffice for the assigned work for students. Teachers are responsible for leaving copies of class rosters, blank attendance sheets, and emergency lessons in a yellow sub-folder clearly marked on their desk.

Gardner Academy for Learning and Technology
Call the Principal to report absences. Email lesson plans to the principal.

Gardner Middle School
Call the Dean of Students at extension 2250 before 6am. Teachers must cite a reason for their absence. If at all possible, please send in updated plans for the day.

1. E-Mail your plans to a colleague or main office secretary.
2. Send your plans in with a colleague.
3. Fax your plans to GMS (978-632-4234).

Elm Street School
Contact the Vice Principal the night before or before 6:00 a.m. Teachers must declare a reason for their absence (ILL/PERSONAL).

An up-to-date substitute folder **must** be maintained at all times. Responsibilities, daily schedules, seating plans, etc., should be readily available.

Waterford Street School
Call the Assistant Principal on their cell phone, either the night before up until **9PM** or in the morning

between **5:30 and 6:30 AM.** Please leave a message stating the reason for being out (family sick or sick) and the hours that you work. If you call this number, you can assume the message WILL be received. Please do not call into Waterford as your message may not be received and sub coverage can't be guaranteed. Also, this phone does not receive text messages so you MUST call in.

***Any staff that is out ill with any COVID-19 symptoms should speak with the school nurse in their building after calling out to the designated administrator noted above.**

PERSONAL DAYS AND LEAVE: Please refer to teachers' contract.

HOMEWORK:

Gardner High

It is a general school expectation that homework is assigned every night. In most cases, homework assignments will be written and directly related to the academic work covered that day. It is recommended that teachers keep careful records of student homework and incorporate it into the term average. Students will receive a course syllabus at the beginning of the year that includes your homework and grading policy. A copy of each course syllabus is to be submitted to the Main office by September 1st of each school year.

Gardner Academy for Learning and Technology

Classes at Gardner Academy are designed to allow students to work on supplemental work during the allotted classroom time. However, missed work can be done at home and is strongly recommended if a student has been absent, and class work is still outstanding.

Gardner Middle School

Teachers have created expectations for the students consistent with other members of the grade level, team, and/or content area. These consistent homework expectations will be communicated with students. Homework will be incorporated as part of the overall grade.

Elm Street School

Homework is an important part of Elm Street School's curricula. The Elm Street staff believes that homework assignments serve to fulfill several important objectives. It is recognized that students work at different rates of speed, and that the amount of homework assigned increases as students advance through school. The amount of time that homework assignments are intended (maximally) to take should fall within the following time frames: for Grade 2, 15–20 minutes; for Grade 3, 20-30 minutes; for Grade 4, 30-40 minutes.

Waterford Street School

Homework is an important part of Waterford Street School's curricula. The WSS staff believes that homework assignments serve to fulfill several important objectives. It is recognized that students work at different rates of speed and that the amount of homework assigned increases as students' progress through school. The amount of time that homework assignments are intended (maximally) to take should fall within the 10 – 15 minute time frame.

MAKE UP WORK:

Gardner High School, Gardner Academy, and/or Gardner Middle School

Students are required to make up work when they have missed a lesson; individual arrangements should be made directly with the teacher. Teachers handle missed assignments because of reasons other than absence or disability, on a case-by-case basis. Teachers must send work down when administration or guidance calls to ask for make-up work to be sent down (for those students who are absent for an extended amount of time).

Incomplete grades
Incomplete report card grades must be made up within two weeks of the end of the marking term. The principal may approve extensions should unusual circumstances warrant.

Extra-Curricular Activities
Detentions, after school help, or make-up sessions take precedence over after school activities. If there is a conflict, the administration will resolve the matter. Students are encouraged to engage in pre-established after school clubs, or to start an after school club based on their interests. If the latter, students need to find a staff member who agrees to be the advisor for that club. Ask your administrator about stipends for advisors.

Elm Street School
Absence from school does not excuse students from their academic responsibilities. As a general rule, if the student's reason for absence is deemed excusable by the teacher or principal, the student should receive the same amount of time as he/she was absent to make-up work that was missed. Work missed due to truancy or other unexcused reasons will result in a 'zero' for that work.

Waterford Street School
Absence from school does not excuse students from their academic responsibilities. As a general rule, if the student's reason for absence is deemed excusable by the teacher or principal, the student should receive the same amount of time as he/she was absent to make-up work that was missed.

PROGRESS REPORTS AND REPORT CARD SCHEDULE 2021-2022

Gardner High School

Start of School - Semester 1 Blocks Begins	August 30, 2021
Term 1 Progress Reports Issued	October 1, 2021
Term 1, Grades Close	November 5, 2021
Start of Term 2	November 8, 2021
Term 1 Report Cards Issued	November 10, 2021
Term 2 Progress Reports Issued	December 10, 2021
Term 2 Grades Close	January 21, 2021
Start of Term 3	January 24, 2022
Term 2 Report Cards Issued	January 26,, 2022
Term 3 Progress Reports Issued	March 4,, 2022
Term 3 Grades Close	April 8, 2022
Start of Term 4	April 11, 2022
Term 3 Report Cards Issued	April 13, 2022
Term 4 Progress Reports Issued	May 13, 2022

180th Day - Term 4 Report Cards Issued	June 10, 2022

Gardner Middle School

Start of School - Semester 1 Blocks Begin	August 30, 2021
Quarter 1 Progress Reports Issued	October 8, 2021
Quarter 1 Ends, Grades Close	November 12, 2021
Quarter 2 Begins	November 15, 2021
Quarter 1 Report Cards Issued	November 19, 2021
Quarter 2 Progress Reports Issued	December 17, 2021
Quarter 2 Ends, Grades Close	January 28, 2022
Quarter 3 Blocks Begins	January 31,, 2022
Quarter 2 Report Cards Issued	February 4,, 2022
Quarter 3 Progress Reports Issued	March 4, 2022
Quarter 3 Ends, Grades Close	April 1, 2022
Quarter 4 Begins	April 4, 2022
Quarter 3 Report Cards Issued	April 8, 2022
Quarter 4 Progress Reports Issued	May 6 , 2022
180th Day - Semester 2 Report Cards Issued	June 10 2022

Gardner Academy & Elm Street School

Start of School - Trimester 1 Begins	September 15, 2021
Trimester 1 Progress Reports Issued	October 16, 2021
Trimester 1 Ends, Grades Close	December 4, 2021
Trimester 2 Begins	December 7, 2021
Trimester 1 Report Cards Issued	December 11, 2021
Trimester 2 Progress Reports Issued	January 29, 2022
Trimester 2 Ends, Grades Close	March 19, 2022
Trimester 3 Begins	March 22, 2022
Trimester 2 Report Cards Issued	March 26, 2022
Trimester 3 Progress Reports Issued	April 30, 2022
180th Day - Report Cards Issued	June 10, 2022

Waterford Street School

Start of School - Trimester 1 Begins	August 30, 2021
Grade 1, Trimester 1 Progress Reports Issued	October 15, 2021
Pre-K & Kindergarten Progress Reports Issued	November 18, 2021
Grade 1, Trimester 1 Ends, Grades Close	December 3, 2021
Grade 1, Trimester 2 Begins	December 6, 2021
Grade 1, Trimester 1 Report Cards Issued	December 10, 2021
Pre-K & Kindergarten Report Cards Issued	January 28, 2022
Grade 1, Trimester 2 Progress Reports Issued	January 28, 2022
Grade 1, Trimester 2 Ends, Grades Close	March 18, 2022
Grade 1, Trimester 3 Begins	March 21, 2022
Grade 1, Trimester 2 Report Cards Issued	March 25, 2022
Pre-K & Kindergarten Progress Reports Issued	April 1, 2022
Grade 1, Trimester 3 Progress Reports Issued	April 29, 2022
180th Day - Pre-K, Kindergarten & Grade 1 Report Cards Issued	June 10, 2022

STUDENT RECOGNITION:

Please see your Administration for details of student recognition.

STUDENT SUPPORTS:

STUDENT SUPPORT TEAM (SST)

The District Curriculum Accommodation Plan (DCAP) is provided to comply with the Massachusetts General Laws C. 71, § 38Q Vz, mandating that school districts provide a District Curriculum Accommodation Plan designed to assist principals in ensuring that all efforts have been made to meet the needs of all students. The building principals and/or assistant principals are responsible for overseeing and implementing a curriculum accommodation plan in their respective buildings to ensure that all efforts have been made to meet students' needs, and that individual learning needs are met in the general education setting. The DCAP is intended to assist general education teachers in analyzing and accommodating the diverse learning styles of all children within the general education environment.

The DCAP also includes a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate instructional strategies and/or accommodations for individual students. Strategies are based on best practices for promoting differentiated instruction, and the use of positive behavioral interventions to support student achievement. The list includes suggestions for accommodating a student's individual needs,

relative to academic achievement, as well as strategies and interventions intended to resolve social/behavioral issues. Included in the DCAP is an annotated list of the school-based personnel who are available to assist, and support, general education teachers in analyzing and accommodating the individual needs of their students.

Teachers in Gardner are continuously monitoring students' progress, looking for opportunities to differentiate their instruction and implement accommodations that facilitate learning and foster understanding of the content area curricula. The district is committed to the concept of early intervention and addressing the learning needs of all students in a timely fashion. Classroom teachers are expected to support student achievement by incorporating in their instruction, any of the identified strategies in the DCAP for presentation, instruction/assessment and/or behavior.

In addition to using the DCAP, an Accommodation Checklist (B1, 2) can be completed for ANY student to ensure a smooth transition from one grade level, or teacher, to the next by documenting effective accommodations that have been implemented by staff members in the past. Teachers offer a variety of instructional practices and assessment tools that include differentiated instruction, flexible and cluster grouping, sound developmental teaching practices, the use of rubrics, and the use of technology.

When a teacher has a concern regarding a student's progress, academic and/or behavioral, the teacher is encouraged to request assistance from the Student Support Team (SST). The principal leads the team that includes the participation of several personnel:

Core Members of SST:

- Principal or Assistant Principal
- Guidance Counselor
- General Education teacher(s)
- Special Education Teacher(s)
- Related Service Providers-Early Elem (e.g. Speech-Language Pathologist)
- School Adjustment Counselor
- Family Member
- Social Worker (if applicable to school)
- ESL Teacher
- School Nurse
- Reading Specialist/Math Specialist
- Department Head
- Personnel from state agencies or community organizations
- BCBA/Behavior Specialist
- School Psychologist
- Special Education Team Chair

Parent participation is welcome. The goal of the SST meeting is to develop an intervention plan, and identify an SST partner who will support the teacher in the implementation of the plan. Referring staff member's responsibilities in the SST Process (not in order of responsibilities):

- Identify student's strengths and weaknesses
- Collect student work samples (in identified areas of concern)
- Review educational history
- Review curriculum based assessments
- Review family history
- Review medical history

- Consult with student, family members and other professionals
- Implement general education support services
- Apply recommended accommodations/strategies/interventions
- Keep documentation of interventions

Purpose of SST:

Student Support Teams (SSTs) are a formalized structure for a group of educators, administrators, and other staff to meet regularly to address concerns about individual students or groups of students. SSTs are designed to support students both by anticipating and preventing issues before they occur and by providing interventions and/or resources when issues do arise. At the same time, SSTs support staff members by introducing teachers who bring an issue to the team to new strategies and building their capacity to support a wide range of students; teachers are able to generalize successful new strategies beyond the SST process to meet the needs of other students in their classrooms, including struggling students, and students who have already mastered the content being taught.

SSTs are also responsible for academic and non-academic whole-school initiatives, particularly those related to positive school culture, and climate and academic tiered systems of supports. **Primary goal of the SST:** Increased success of students in the general education curriculum, and within the general education classroom.

The goals of SST are:

1. To provide immediate assistance to teachers and students;
2. To focus on both prevention and intervention;
3. To assist educators with problem-solving for individual cases, and with building capacity in intervention strategies to support current and future students;
4. To significantly reduce the number of inappropriate referrals for special education evaluations (evaluations);
5. To significantly reduce the number of student retentions, suspensions, and/or expulsions, and
6. To assist Administrators in reviewing issues that are repeatedly brought before the SST to direct resources and professional development.

Expectations of SST are:

1. To collect and consider both academic and non-academic data;
2. To come to the meetings prepared to share data on the student(s) being discussed, including data collected through the various support strategies already tried;
3. To monitor the progress of students and the effectiveness of interventions over multiple meetings, and
4. To look at the whole child, and include family needs (and medical needs) when applicable.

STUDENT SUPPORT TEAM PROCESS

1. Once a teacher has an academic or social/emotional concern about a specific student, that teacher will meet with the building principal and provide documentation to request SST support. Steps in this process include but are not limited to: review of the student's record, consultation with past teachers, related service providers (including school nurse, guidance counselors), and review of data collected relative to implemented instructional strategies. The teacher will complete a Student Information Form (A 1-4) and an Accommodation Checklist (B 1-2) for the SST's consideration. This begins the formal documentation of the SST process as the student's needs and the general education accommodations and strategies designed and implemented to assist the student's access of the curriculum are identified.

2. When a teacher writes an SST referral (A 1-4), an anecdotal narrative and/or samples of student work will be submitted to the building principal. The teacher will complete the checklist provided that identifies the

accommodations and/or teaching interventions (B 1-2) s/he has implemented prior to making the SST referral. The teacher or designee will disseminate forms A 5-7 to appropriate parties. This information will be provided to the principal/designee for distribution to the SST one-week before the scheduled SST meeting. If necessary, an emergency meeting may be scheduled in the event of extenuating circumstances. Otherwise, SST members will be notified at least one-week in advance of an SST meeting.

3. Once team members receive the SST forms (A 1-7, B 1-2), they should prepare for the meeting by reviewing the documents, observing the student (whenever possible), and considering additional responses, strategies, interventions, and recommendations.

4. Discuss concerns, brainstorm ideas for consideration of remediation, identify best teaching practices to implement, and then develop a written Individual Service Plan (ISP) that incorporates the teams' recommended strategies. The referring teacher may request that a member of the team or a specialist complete the Observation Checklist (D 1, 2) during the SST process. An SST member will work as a partner to the referring teacher, assisting with implementation and monitoring of the ISP.

5. A date for the first review meeting will be scheduled by the principal or designee (SST leader), 4-6 weeks from the date of the initial meeting.

6. At the first review meeting, the SST will discuss the outcome of the ISP. At this point, a variety of options may be implemented. If the plan has been successful, the process may be terminated, with the successful strategies being continued or discontinued. If the plan has not been successful, the SST will develop an additional set of interventions. This alternate plan will be documented on the Documentation Log (C 1-4) and a date for a follow-up meeting will be scheduled within 4-6 weeks.

7. If the student is still not experiencing success after consistent implementation of the ISP, the building principal will consult with the building's Special Education Chairperson to determine next steps.

8. Should the SST determine a referral to the 504 Coordinator or Special Education Department, all completed forms and data collected will be forwarded as referral documentation.

SST: Individual Problem Solving Form

(To be completed by referring staff member and submitted to building principal)

Section A: Teacher Referral Form

Student name: _____ School: _____ Grade: _

DOB:_____ Primary Language: _____ Secondary: _____

Parents/Guardians: _____

Address:_____ Phone Number:_____

Student Address (if different from Parent):_____

Area of PRIMARY concern (circle one): BEHAVIOR SOCIAL-EMOTIONAL ACADEMIC OTHER

(if OTHER, describe): _____

Step 1: Problem Identification (What is the problem?)

Student present level of performance:
Expected student level of performance:
Problem definition:

Step 2: Problem Analysis (Why is it happening?)

Domain	Relevant Student Information/ Considerations
Instruction	
Curriculum	
Environment	
Learner	

Based on the above information (instruction, curriculum, environment, & learner) why do you think the current problem is occurring (hypothesis) and what is the predicted result of an appropriately matched intervention?

Problem Hypothesis: _____

Prediction: _____

Do you have enough information to complete the problem analysis and develop an intervention? YES NO Info, what else is needed and how will it be collected?_____

I. SST: Individual Problem Solving Form

Section A: Teacher Referral Form

Student: _____ **Date:** _____ **Staff completing the form:**_____

Cognitive/ Communication	Physical	Self-Help	Social	Emotional
☐ Intellectual Ability as documented ☐ Scores:_____ ☐ Academic Areas: Math_____ Reading_____ Written Language_____ Comprehension_____ ☐ Short Term Memory ☐ Long Term Memory ☐ Retrieval of Information ☐ Expressive Language ☐ Organization ☐ Transitions ☐ impulsivity ☐ Processing of ☐ Information ☐ Diagnosis ☐ ADHD ☐ ASD ☐ T.B.I. (Traumatic Brain Injury) ☐ Other	☐ Diagnosis ☐ ADHD ☐ ASD ☐ T.B.I.(Traumatic Brain Injury) ☐ Other ☐ Gross Motor Skills ☐ Fine Motor Skills ☐ Medical Concerns ☐ Hearing ☐ Vision ☐ Sensory	☐ Eating ☐ Drinking ☐ Toileting ☐ Dressing (Check if child is unable to perform task. Do not check if child is able but unwilling.)	☐ Peer Relationships ☐ Adult Relationships ☐ Authority ☐ Group Skills ☐ Verbal Cues ☐ Non-Verbal Cues ☐ Perception ☐ Play ☐ Friendships ☐ Boundaries ☐ "Loner" ☐ Other	☐ Anxiety• ☐ Depression* ☐ P.T.S.D.* (Post Traumatic Stress Disord ☐ Anger ☐ Frustration ☐ Sadness ☐ Other *Actual documented diagnosi

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2021//22 ASSESSMENT CALENDAR

ASSESSMENT	DATES	GRADES/ SCHOOL	TESTING NOTES
DIBELS	3X Sept, Jan and May	K-4	Administered by tutors and teachers
~~NWEA MAPS~~	3X/yr Math-Sep/Jan/May (WSS) 3X/year Math-Sep/Jan/May (ESS) 2X/year ELA(GR. 4) Oct/May 3X per year Reading and Math Sept., Jan., and May	GR K-4 GR 5-10	Administered by teachers in computer labs or classroom
WRITING PROMPTS	Oct – Grades 2-12 Jan/Feb – Grades K-12 (Interim) June –Grades K-12	GR K -12	2-12 - Informational/Analytical 1x year 2-12 - Narrative 2x year K-1 Opinion 2x year
ACCESS FOR ELLS	Jan – Feb	K-12 ELLs	
MCAS 2.0	MCAS Retakes -Nov MCAS Biology, MCAS Retakes ELA/Math, MAPs ELA - Feb MCAS ELA – March (Gr 10) MCAS Science, MCAS ELA and MCAS Math - April (Gr 3-8), MCAS Math -May (Gr 10) High School STE – June	Gr 3-12	
District Developed Common Assessments	All core subjects	PK-12	Scheduled by school and class
Interim exams	ELA, Math and Science End of first, second and third terms	GHS ELA - Grades 10-12	GHS ELA - Middle of Term 2 and early in term 4
PSAT and SAT	PSAT – Oct (Gr 10-11) SAT – Oct (Gr 12)	GHS and GA	
AP exams (May)	AM Chemistry Environmental Science AM English Literature and Composition	GHS	

	PM Physics 2		
	AM Calculus		
	AM US History		
	AM Biology		
	Music		
	US Government and Politics		
	English Literature and Composition		
	AM World History		
	PM Statistics		
	Human Geography		
ACT	ACT -June (Gr 11-12)	GHS	
Final exams	All subjects GHS -June, GA - June	GHS/GA	Scheduled by school and class
revised 6/4/19			

STUDENT CONDUCT & DISCIPLINE:

It is the goal of the Gardner Public School system to provide a positive educational environment for every student. The Student Code of Conduct is to be implemented in a fair and equitable manner, which is mindful of the rights of students as well as the security, safety and educational interests of the school. The Student Code of Conduct will not tolerate conduct that endangers the safety of the schools and/or disrupts the educational experience for other students with the recognition that students of different grades and ages are at different developmental levels, thus their behavior will be different and may call for different interventions and consequences. In determining the appropriate level of interventions and consequences, in addition to other mitigating circumstances, school administrators will consider the grade level and age of the student.

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, referrals for expulsion, and referrals to law enforcement, to the extent practicable.

We recognize that each student is a unique individual and that every situation which requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behavior will be considered before discipline is determined. Students who behave inappropriately will receive developmentally appropriate consequences. For a student with special education or disability-related needs, all approaches will be consistent with his/her Individualized Education Plan (IEP) or 504 Student Accommodation Plan and will take into account his/her unique needs and abilities.

Every student must follow all of the rules of the Student Code of Conduct before, during and after school. The Code applies to students on school grounds and at school-related activities on or off

school grounds. Students must follow these rules while awaiting transportation or traveling on a school bus or other form of school-provided transportation in route to or from the school for a school sponsored activity. The Code of Conduct also applies to students off school grounds and during non-school time when the conduct is violating Policy JK of the Gardner School Committee.

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

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

Addressing Classroom Behaviors

When you need to address student behaviors in your class, you have two questions to answer: Does the intensity or frequency of the behavior halt my instruction? Am I able to teach around this behavior? (Teach Around means that you can ignore the behavior because it does not impact others' learning or address it using a teacher move that eliminates the impact of the behavior. For example: using proximity, giving "a look," tapping the student's desk, taking away the distraction, etc.) If the behavior halts your instruction and you cannot teach around the behavior, then you should work with a counselor or administrator to collaboratively address the situation. The intensity of the behavior informs the urgency of the issue and will dictate whether or not to call an administrator immediately or to set up a meeting outside of class time.

Tier 3 (5%)	**Examples of Tier 3 Behaviors**	**"WALL BLOCKING THE ROAD"**	**Teacher Response**
Disrespect	"Mr. X, shut your f@#ing mouth, you stupid idiot!"	The ***intensity*** of the behavior ***completely*** halts instruction for a prolonged period **AND** The ***frequency*** or ***duration*** of the behavior is unmanageable.	Teacher should call for immediate administrative support.
Disruption	Throwing equipment; getting out of control		
Refusal	Leaving school grounds		
Safety	Physical fight/assault; Instigating aggression; Bullying		
Tier 2 (15%)	**Examples of Tier 2 Behaviors**	**"UP-Hill CLIMB"**	**Teacher Response**
Disrespect	"Mrs. X, this is f*&*#$^#)! stupid!"	The ***frequency*** of the behavior is becoming difficult for the teacher to manage. **OR** The ***intensity*** of the behavior completely, but briefly, halts instruction	Teacher should discuss student with counselor and/or an administrator outside of class time. There should be a collaborative approach to work with the student and address the behavior.
Disruption	Yells across the room on occasion; Getting into an argument with another student that disrupts the class		
Refusal	Continually not doing work; refusing to move a seat when asked; cutting class		
Safety	Bullying/aggression		
Tier 1 (80%)	**Examples of Tier 1 Behaviors**	**"BUMP IN THE ROAD"**	**Teacher Response**
Disrespect	"Kelly, you're stupid."	The ***frequency*** of the behavior is manageable for the teacher **AND** The ***intensity*** of the behavior does not completely halt instruction for a prolonged period.	Teacher manages the behavior using classroom routines or gradually progressive interventions.
Disruption	Talking in class; Briefly yells in class		
Refusal	Wearing a hat; using a cell phone; not working		
Safety	Throwing a pencil across the room; 2 students horse playing		

Addressing Bullying/Aggressive Behaviors

Gardner Public Schools does not tolerate bullying of any kind. Aggressive/negative behaviors undermine our culture and can create a hostile environment causing stress for everyone. It is important that every adult in the school addresses any behavior that causes harm to another. If this happens, please make sure your actions have the issue I.C.E.D.

Interrupt the Behavior

Immediately address the behavior you see/hear and let the child know—without demeaning or embarrassing him/her—that our community does not tolerate these types of actions.

Check in privately with each student involved

Make sure you talk with the students to find out what happened, the impact of the behavior, if there were mitigating circumstances, and if it has happened before. Be aware that all parties involved—even the target—may have demonstrated bullying behaviors.

Educate all parties on how devastating bullying/aggression can be to a school's culture and their role in it

It is important that each child understand his/her part in the issue, the impact it had on the other parties and the school/class, and how to avoid causing harm in the future.

Decide whether or not to report the incident to administration.

If you can answer "YES" to any one of the following questions, then you are obligated to report the issue to an administrator. It is imperative that we address bullying whenever it is found.

1. Did someone cause physical or emotional harm to the victim or damage to the victim's property?
2. Was/is the victim in reasonable fear of harm to him/herself, or of damage to his/her property?
3. Did the actions create a hostile environment for the victim?
4. Did the aggressor infringe on the rights of the victim?
5. Did the action materially and substantially disrupt the education process or the orderly operation school?
6. Are you concerned that this may be an ongoing issue?
7. Are you unsure whether or not you should file?

Non-Discrimination

School staff responsible for implementing this Policy shall do so without discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, or limited English proficiency.

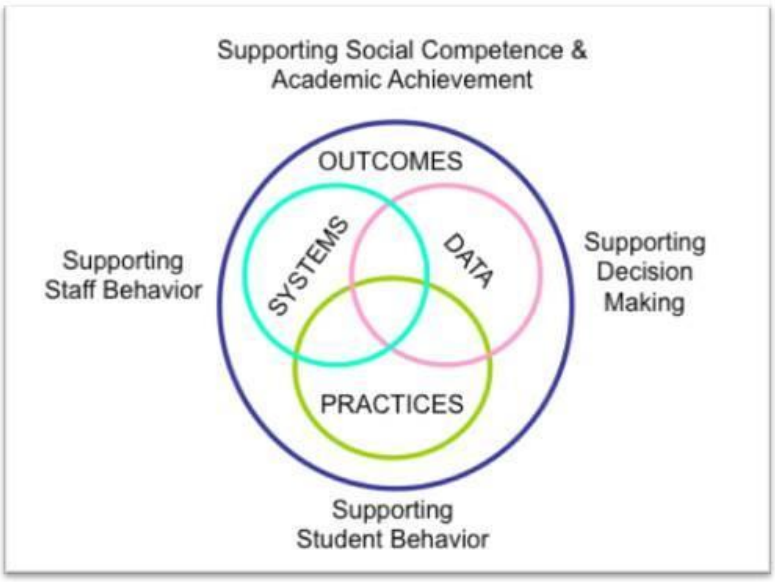
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FRAMEWORK

Gardner Public Schools are committed to providing an emotionally and physically safe, supportive learning environment. School rules are based upon fundamental principles that provide clear guidelines for student behavior. As such, GPS uses the principles of **School Wide Positive Behavior Interventions and Supports (SW-PBIS)** as its guiding framework.

PBIS is a systematic approach for implementing proactive school wide Discipline. The purpose of PBIS is to improve school climate and prevent student problem behaviors across all school settings. Essential elements of PBIS include: (1) building a culture within the whole school that will serve as a foundation

for both social and academic success, (2) emphasizing early identification and prevention of problem behavior, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behavior, (4) using a three-tiered continuum of behavior support practices in order to prevent problem behavior, and (5) actively using data for decision-making. PBIS focuses on achieving social and academic achievement outcomes by establishing data, systems, and practices. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject with an emphasis on preventative, rather than a reactive, approach to behavior.

Effective implementation of an evidence- based practice requires four interactive elements that enable continuous monitoring, informed decision making and, continuous self enhancement.



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of SWPBS.

PBIS emphasizes a **preventive** perspective that is conceptualized within a multi-tiered logic. Specifically, a three-tiered approach has been adopted (Lewis & Sugai, 1999; Sugai et al., 2000; Walker et al., 1996).

Primary	Primary Prevention, through positive behavior support, works for over 80% of all students in a given school. However, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Primary Prevention, just as some children do not respond to initial teaching of academic subjects. Some children need a more targeted approach and some children need intensive interventions.
Secondary	Secondary Prevention is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive since a smaller number of students requiring services from within the yellow part of the triangle are at risk for engaging in more serious problem behavior and need a little more support. Secondary Prevention addresses the needs of students who require more support than is available for all students and, less support than is available for individual students who need flexible, focused, personalized interventions.

Tertiary	Tertiary Prevention was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior. Research has demonstrated the effectiveness of PBIS in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. PBIS has been used to support the behavioral adaptation of students (and other individuals) with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even students with no diagnostic label.

By utilizing this data driven system as our organizational framework GPS are able to give staff and students universal clarity about behavioral expectations, A positive environment in which to learn and work and clear consistent support or interventions for non-responders. The integration of this proactive approach to school climate and behavior with effective academic instruction will maximize success for all students.

General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances. Successful school discipline is guided by the following principles:

- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students.
- School staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.
- If a situation should arise in which there is no applicable written policy or rule, School staff shall be expected to exercise reasonable and professional judgment.

Strategies in Using Interventions

Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd instances of the same misbehavior.

Reasonable Consequences

Students violating any of the policies on student conduct will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

School staff will make reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid misbehavior. Most of the situations which require disciplinary action can be resolved within

the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

CONTINUUM OF DISCIPLINARY CONSEQUENCES

All teachers are expected to handle minor discipline issues in the classroom in a fair and consistent manner, following the framework of PBIS. Minor issues will not be reported to the office. Minor offenses include those behaviors that do not cause physical harm or disrupt the learning environment. The following is a list of examples of minor offenses.

Minor Incidence	Definition	Continuum of Consequences
Defiance/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions, or talks back.	● Student-teacher conference ● Student writes a letter of apology ● Student may be removed from the classroom for a short period of time ● Administrator places student on a restricted list ● Administrator may warn student and send notice to parent ● Administrator may deprive student of school privileges for a period not to exceed 3 days ● Student may be assigned detention ● Individual schools may have additional consequences based on their PBIS implementation process
Disrespect	Student delivers low-intensity, socially rude, or dismissive messages to adults or students.	
Disruption	Student engages in low-intensity, but inappropriate disruption.	
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact.	
Property Misuse	Student engages in low-intensity misuse of property.	
Bringing Personal Items to School	Student brings personal items such as toys, hair accessories, trading cards to school. This includes the use of such times during classroom instruction.	

Major offenses are those behaviors that disrupt the learning environment, and have the potential to cause harm to students and staff. These offenses should be reported to the office, and based on the referral process at each school; the necessary paperwork must be completed within 24 hours of the incident. The following is a list of possible major offenses.

Major Incident	Definition	Continuum of Consequences
Abusive Language/ Inappropriate Language/ Profanity	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	● Student-teacher and/or administrator/parent conference ● Student may be removed from the class if offense took place during class time
Arson	Student plans and/or participates in malicious burning of property.	
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	

Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	• Student will repair, restore, or provide restitution for any damaged or stolen property • Administrator may assign in-school suspension • Administrator may deprive student of school privileges for a period not to exceed 5 school days • Administrator may require student to serve detention • Administrator may refer student to community counselor • Administrator may refer student to law enforcement • Administrator may suspend the student out-of-school if the violation causes a “serious educational disruption” or in the event of repeated, aggravated or flagrant offenses, may refer for expulsion. This action will follow MGL 71.37H3/4.
Defiance/ Non-Compliance	Student engages in refusal to follow directions, or talks back.	
Disrespect	Student delivers socially rude or dismissive messages to adults or students.	
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	
Forgery/ Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person’s name without that person’s permission, or claims someone else’s work as their own.	
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.	
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.	
Unauthorized Area	Student is in an area that is outside of school boundaries (as defined by school).	
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.	
Physical Aggression	Student engages in actions involving serious physical contact, where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).	
Property Damage/ Vandalism	Student participates in an activity that results in destruction or disfigurement of property.	
Use/Possession of Weapons and/or combustibles	Student is in possession of knives (> 6 in., < 6 in.), and guns (real or look alike), or other objects readily capable of causing bodily harm. Student is in possession of matches, lighters, or other combustibles with the intent of	

	causing harm to self or others.	

MISCELLANEOUS PROCEDURES

Assemblies

Teachers will lead their classes to and from all assemblies, and remain with their classes during the program. During All School Assemblies, all staff will attend and accompany a classroom teacher as assigned by the principal. This includes Field Day.

Audio-Visual Equipment and Materials

Teachers are responsible for the proper use, care, and return of all AV equipment and materials. Please report any damaged equipment to the office. Each floor has a smart board, and TV/VCR's for staff and classroom use. Please communicate with each other and reserve their use ahead of time.

Classrooms

Teachers should make every effort to keep their rooms, and all school property in good condition at all times. Damage to school property should be reported to the Administration as soon as possible. Please make sure that your classroom windows and doors are locked before you leave the building. Teachers will assign each student a locker/cubby, as close as possible to their classrooms. Each student's locker/cubby is to be labeled by student name. Teachers should check lockers/cubbies daily to be sure all items are taken home daily.

Custodial Care

Please report to the custodial staff any special room cleaning or repair request. Please insist to the students that they pick up after themselves. At the end of each day, the floor should be free of pencils, crayons, or other school tools. Chairs should be stacked or put on top of desks to allow for the floors to be swept.

Field Trips

Definition: A school-sponsored field trip is an excursion of public school students that is organized on school property and/or on school time and/or utilizes school funds or equipment and receives the approval of the Superintendent or his/her designee. School sponsored field trips may be conducted during school or non-school time. The School Committee delegates to the Superintendent authority to approve field trips that are for one day. Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The committee will also encourage field trips as an integral part of the instructional programs in the schools. In order to control the quality and number of field trips, the following procedures are to be followed:

Teachers who wish to take their students out of the school building must submit a written request to the Principal which contains the following information: date, time leaving and returning, destination, transportation, cost, names of chaperones. The school nurse must also be notified.

A form must be submitted to the superintendent for approval of all field trips.
No student will be allowed to go on a field trip without a valid permission slip. Forms are available on the link below. The Principal and the teacher(s) will determine the final cost of the trip for each student. Here is the link to the Staff Resources Page to complete the field trip form.
https://www.gardner-ma.gov/872/Staff-Resources

If there is any problem on the field trip that the supervising teachers do not feel they can handle, they should call the school immediately.

It is the responsibility of the school nurse to determine, after reviewing the medical conditions of the students, if a nurse is needed to accompany the field trip. If a nurse is needed for the field trip, the school nurse will notify the School Health Services Director and a nurse will be arranged. If a scheduled medication needs to be administered on a field trip, without a nurse attending, the student's teacher that has been through medication administration training with the school nurse will carry and administer the medication to the student. No staff will be responsible for medication that has not completed medication administration training with the school nurse.

The teacher planning the trip must submit a statement to the Principal explaining specifically how the field trip supports the curriculum. Overnight, or out of state, field trips must be planned at least 60 days in advance and must be subject to School Committee approval.

A list of students who are going on the trip must be submitted to all teachers at least two weeks before the trip. A teacher may have a student removed from the list if he or she:

- is currently in academic difficulty in the class;
- has been absent more than a reasonable number of days;
- has been a chronic discipline problem

All work missed because of a field trip must be made up promptly according to the school's current make-up policy as stated in the student handbook.

Field Trip Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel should be avoided. Such trips should generally use commercial motor coaches.

Trips planned to include late night or overnight student travel should involve DPRE-trip checks of companies, drivers and vehicles. School officials should ensure that the Federal Motor Carrier Safety Administration (FMCSA) licenses the selected carrier for passenger transportation.

The district should not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA carrier ratings are available at http://www.safersys.org.

The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.

Field Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6:00 am, due to the increased risk of vehicular accidents during this time period. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the department's student learning time regulations

guide).

School districts may consider travel for field trips as included in students' schedules, but the department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense. Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

Fire Drills/Emergency Evacuation

The Gardner Fire Department conducts fire drills at regular intervals. Practice in leaving the building will be a planned activity by each teacher during the first week of the school year. Fire escape routes (and alternates) must be posted, and explained on the first day of school. The secretaries will take the school registers outside of the building. Teachers please bring your bags with the clipboards and cards. Teachers must be sure that all of their students are out of the building and accounted for. The elevator is not to be used. Windows and doors should be shut.

As part of our safe school plan, we practice our "Lock Down" drill twice a school year. "Lock Down" signals all students and staff that we have a crisis situation; everyone needs to listen carefully for further instructions, such as specific building evacuation procedures. Do not answer any knocks at the door during a lock-down mode and place the students out of sight from any open windows. Although the likelihood of a crisis scenario is very low, we need to be prepared to deal successfully with it.

News Media

News Media personnel visit the school for many reasons. Their presence in the building is authorized with the permission of the Superintendent or Principal. A designated employee of the district must accompany them. Unauthorized entry by media into the school, interruption of instruction in any manner, or interviewing students without administrative and student approval is prohibited. Such intrusions are to be reported to the administration immediately. During times of school crises, teachers should refer reporters to the Superintendent, school Principal, or their designee for information.

Nurse

A phone call to ensure that the school nurse is in the office to receive the student must occur prior to sending any student to the health office. This is for student safety and to avoid wandering in the halls. If you bring a student to the nurse, do not leave him/her unattended. All medication given to students during school hours will be under the direction of the school nurse. If a student is brought to the nurse during recess, the nurse will notify the classroom teacher. If a student in the classroom appears too ill to walk to the nurse office, call the nurse and the nurse will report to the classroom. Students that are having difficulty walking, breathing, or are known to have medical conditions such as seizures or diabetes should be accompanied by another student or adult if they are walking to the nurses office.

Office Equipment

Please respect and use with care the copiers, laminating machine, and other equipment we have available. With limited funds we need to make them last. Please keep these areas neat.

Parent Nights

Teachers are required to attend two (2) evening meetings per year. The first meeting is Open House and the second meeting is parent/teacher conferences. Attendance at other evening meetings shall be at the discretion of the individual teachers.

Parent Conferences

Parents have the right to confer with teachers, counselors and administrators at any reasonable time. It is a teacher's professional obligation to attend meetings when given prior notice. Staff members may ask that other helping professionals, such as another teacher, nurse, counselor or administrator be present. In cases where the parents' language is one other than English, the school shall provide a person fluent in the appropriate language. If anyone other than the parent(s), and the professional are to be present, both parties are to be informed in advance. The appropriate administrator should be consulted if principle parties at a meeting cannot satisfy a specific request. Conferences on student progress are most efficiently arranged through the School Counselor. Teachers should be prepared to provide:

- an explanation of the individual student's grades and test marks;
- copies and samples of the materials, books, worksheets, note-book, and sample of the individual student's work along with the explanation on how the student is progressing;
- an explanation of the homework and/or safety policy;
- an overview of what the student is expected to learn during the year;
- general explanation of class routine, and
- a description of any particular problem the student appears to be experiencing.

Teachers should not make specific inquiries into personal home life unless the parent deems it proper. A productive conference results if both parties clearly state, understand, and carry out what they intend to do to help the student progress.

Passes: Signing Out from Class or Study at GHS

Never allow a student to leave your class without a pass. Permission for a student to sign out from a class should be granted only if necessary. Students signing out of classes should be the exception, and not the rule. If a student does sign out of a class, the student is expected back to class within a reasonable amount of time. Students should scan the room's QR Code when leaving and returning to the classroom or designated area. If a student is unable to use the QR Code, a paper corridor pass may be used in its place. QR Codes are the preferred method for student passes and should always be used unless there is a technical difficulty in doing so. In addition, students must sign a sign-out sheet when leaving and upon returning to the classroom. Sign out sheets, and passes, will be maintained by teachers. It is the responsibility of the teacher to know where students are during the time that they are assigned to his/her supervision.

Signing in and out of the Media Center at GHS

- Teachers need to contact the Media Specialist directly via phone if they want a student to go to the Media Center. They should not send a student to the Media Center without first speaking with the Media Specialist.
- Students should scan into the Medical Center upon arrival and departure and may also need to sign a log, at the Media Specialist's discretion, when arriving and departing.
- Likewise, if a teacher plans to bring a class to the Media Center, they should contact the Media Specialist prior and receive approval to do so. The Media Specialist will share all operational and

procedural rules of the Media Center use with teachers and staff at the beginning of the school year and as changes occur.

Teachers are expected to exercise professional judgment when issuing passes. In general, passes should be issued only when absolutely necessary. We have 3 minutes passing time in between classes for students to go to lockers and use the bathroom. Students should not be reporting to class and then running to the bathroom or their locker. It is encouraged that teachers use the **"10-Minute Rule."** No students should be leaving the classroom for **the first or last ten minutes of class.**

Patrols

Unless they have been dismissed early to the custody of their parent/guardian, **all students will exit the building in an organized, teacher supervised patrol**. Dismissal instructions will come from the principal's office. Teachers must supervise the orderly dismissal of their students from their room and from their floor. The office will call down grade level classes. Teachers are aware of your dismissal responsibilities and maintain an orderly exit down stairways. Teachers supervising bus patrols will escort them to their buses and assist in their orderly boarding. Dismissal and walkers should also be supervised.

Phone/Message System

Each teacher will have a voice mailbox from which they can retrieve messages and send information (homework hotline, class events). Messages **must** be updated by the teacher on a regular basis. Technical training and assistance will be provided as necessary to improve home/school communications.

Setting up Voicemail

To set up your new Comcast Business VoiceEdge voicemail service, follow these easy-to-use instructions. The first time you call into your Comcast Business VoiceEdge voicemail, you will be asked to create a new password and record your name to personalize the greeting that callers will hear when they reach your voicemail. Note: Each line may have its own voicemail and would need to be set up individually.

First Time Voicemail Activation

From your office:

1. Press the "Messages" button on your phone or dial your extension or 10-digit telephone number.
2. A tutorial will guide you through the setup of your new voicemail service.

Note: You will be prompted to enter a password, which will be the "Be anywhere/Voicemail PIN" listed on the welcome email that contained your VoiceEdge credentials. Should you need this information resent, please contact your Technical Administrator or call Customer Care. Once you're in the system, listen carefully to the recorded instructions. You will be prompted to create a password, record your name and record a customized business greeting.

Setting Your Personalized Name

Press 1 to record a new Personalized Name.
Press 2 to listen to current Personalized Name.
Press 3 to delete Personalized Name.
Press * to return to the Main Menu.
Press # to repeat the Main Menu.

Accessing Voicemail

There are three ways to access your voicemail:

From your office:

1. Press the "Messages" button on your phone, or dial your 4-6 digit extension, or 10-digit telephone number.

From your desktop:

1. Click the "Dial Voicemail" icon on the Telephony Toolbar. Or visit business.comcast.com/bveportal to access voicemail online.

Away from your office:

1. Dial your office telephone number.
2. When your personal greeting starts, press*
3. Enter your password when prompted.

Managing Voicemail

When you access Comcast Business VoiceEdge voicemail by phone, you will be in the Main Menu. This menu will prompt you with a set of options to use in managing your messages. Once you've made a selection from the Main Menu, you will hear prompts to guide you through further options. The following is a list of options available to you from the Main Menu.

Main Menu options:

Press 1 to access voice messaging.
Press 8 to change password.
Press 9 to exit.
Press # to repeat the Main Menu.

Once you've made a selection from the Main Menu, you will hear prompts to guide you through further options.

Message options:

Press 2 to review your new messages. While playing the message you can:
• Press 1 to skip backwards 3 seconds.
• Press 2 to pause playback of a message.
• Press 3 to skip forward 3 seconds.
• Press 4 to skip to the beginning of a message.
• Press 6 to skip to the end of a message.
• Press 7 to delete the message.
• Press # to save the message.

After you've listened to your new messages, you have the following options:
• Press 2 to replay the message. While playing the message you can:
• Press 4 to return to the previous message.
• Press 6 to skip to the next message.
• Press 8 to call the sender of your message.
• Press 9 to hear more options.
• Press * to return to the Main Menu.
• Press # to repeat the Main Menu.

Greeting options:

Press 1 for message management options, like updating your various greeting messages. You then have

the following options:
• Press 2 for the line busy Greeting Menu.
• Press 3 for the no answer Greeting Menu.
• Press 5 for the Compose Message Menu.
Note: You can also upload or record your greeting directly from the VoiceEdge portal.

Picture I.D.
The school committee has approved a policy regarding Staff and Visitor Identification (Policy ECABA, adopted April 2002). All staff shall clearly and conspicuously display a district-issued photo identification **at all times during school hours, on school buses and on school property**. District-issued photo ID badges must contain the following information: Staff member's name, picture and title. Additionally, all visitors to school buildings during the school day will be issued a visitor sticker to be displayed on their person while in the building or during any activity.

Professional Library
A collection of professional reference works is maintained in the office and/or teachers' workroom.

School Equipment
School equipment is not to be taken from the building without the Principal's permission. Please remember that copiers, etc., are like human beings, i.e., they do not respond well to abuse. Do not put papers with staples or fresh white out on the copier glass under any circumstances. Do not slide material to be copied across the copier glass...pick the paper up and place it down.

School Functions
No function or school related activity is to be held without the approval of the Principal. Teachers are encouraged to attend school functions. The Principal must approve all fundraising.

Smoking Areas
The use of any tobacco products within the school building, the school facilities, on school grounds or on school buses, by any individual, including school personnel is prohibited. M.G.L. Ch.71, s.37H.

Supplies
All requests for classroom supplies should be given to the Principal on a Requisition Order form. Be sure that you use the most current catalogs and confirm the price of your order.

Teachers Room
A faculty lunch and lounge area is reserved for each building. **Please make every effort to keep this area clean and in good order by picking up after yourselves, and others.**

Textbooks
Teachers are responsible for ensuring that texts are returned in reasonable condition. At year-end, teachers will neatly store all texts in their room (less repairs sent to the office.)

Travel in Halls

Elementary Level:
Teachers will escort their students to and from all locations in a quiet and orderly fashion at all times. Please remind students to keep to the right and to walk no more than two abreast when passing in the halls. Teachers may allow their entire class to visit the bathroom on their way to or from recess or

lunch. Please coordinate this with your colleagues, so that someone is actively watching the bathrooms. An adult must accompany students.

All Levels:
Please be visible and vigilant. Do not hesitate to ask a child passing by your classroom what they are doing.

Visitors
All classroom guests (speakers) must be cleared by the Administration. All visitors must sign in at the office and receive a guest sticker. This measure is taken as a safety precaution. **Please report any strangers to the office immediately.**

Workshops/Conferences
If a purchase order will be accepted for registration, please complete a "Leave Request for Workshop/ Conference", attach the information relative to the workshop/conference and the registration form, and submit for approval. A purchase order will be sent only if you attached the completed registration form. If they will not accept a purchase order, you will need to register yourself and submit a copy of your canceled check or charge account bill which shows payment of fees. Please be sure to note on your workshop form all the money you will be seeking reimbursement for, which includes, travel, materials, registration, etc. Mileage reimbursements must be approved *prior* to the workshop/conference, and a purchase requisition must be completed.

UNIVERSAL PRECAUTIONS

IN THE EVENT OF ANY BODY FLUID SPILLS (e.g., blood or vomitus) OCCURRING IN YOUR CLASSROOM AREA, PLEASE REMEMBER TO USE UNIVERSAL PRECAUTIONS:

- **Gloves are available in every classroom.**
- **The maintenance dept. has appropriate clean-up materials and should be called.**
- **Remember, the same procedures apply to your students as well.**
- **Above all, remember to stop and think before you act.**
- **Any questions please see the school nurse.**
- **Use universal precautions when administering to an injury. Wear gloves, preferably vinyl ones, before tending to someone who has been cut or before dealing with a situation where you are exposed to body fluids.**

FEDERAL/STATE LAW & SCHOOL COMMITTEE POLICIES

The Gardner Public School District supports all Federal & State Massachusetts General Laws (MGL) pertaining to Schools. The District also maintains and supports a number of policies that can be located at http://www.gardnerk12.org/DocumentCenter/Index/372 If you have questions regarding any of these laws or policies, consult your principal. Please pay special attention to the following laws and District Policies:

Federal/MGL:

- Confidentiality
    - It is the law that all employees respect the right to privacy of every student, family, and employee in the Gardner Public Schools. The behaviors, personalities, issues and achievements of students, families, and employees may not be discussed with people outside of the school system. They may only be discussed with staff members who are directly involved with the person/situation. If an

employee has a concern regarding a child, another employee, or an incident, s/he should notify the principal or superintendent.
    - For guidance regarding Family Educational Rights and Privacy Act (FERPA) please visit: http://familypolicy.ed.gov/ferpa-school-officials

- Section 51A: Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication
    - Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233.
    - If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.
    - A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.
    - (b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.
    - If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.
    - (c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than $1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than $2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than $2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 21/2 years and a fine of not more than $2,000 for the third and subsequent offenses.
    - Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to $5,000 or imprisonment in the house of correction for not more than 21/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.
    - (d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report; (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

- (e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than $1,000.
- (f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.
- (g) No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.
- (h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.
- (i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.
- (j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.
- (k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, summer programming and school nutrition programs. The district will ensure homeless children are not stigmatized or segregated on the basis of their status as homeless.
Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate

accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migratory children living in conditions described in the previous examples.

The term “unaccompanied youth” means a homeless child or youth not in the physical custody of a parent or guardian and not in the custody of a state agency.
The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

The superintendent shall designate an appropriate staff person to be the district’s liaison for homeless students and their families.
Enrollment:

School districts must immediately enroll homeless students in school to provide educational stability and avoid separation from school for days or weeks even if the child or youth is unable to produce school records normally required for enrollment such as previous academic records, medical records, proof of residency, immunizations, birth certificates, and guardianship documentation. Therefore, the district must ensure that:

- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
- if a homeless student arrives without records, the previously attended school district is contacted and the required records requested; the district homeless liaison is notified to assist
- that homeless students are attending school while the records are being requested;
- districts remove barriers to homeless students receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school;
- information about a homeless student’s living situation shall be treated as a student education record and not be deemed to be directory information and therefore cannot be shared with the public including landlords; and
- Other barriers are removed to enrollment and retention due to outstanding fees or fines, or absences
- For homeless students who meet the relevant eligibility criteria, barriers are removed to accessing academic and extracurricular activities, including magnet schools, summer school, career and technical education, advanced placement, on-line learning, and charter school programs.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their appeal rights in writing. The district’s liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state’s address confidentiality program when necessary

School Placement:

Homeless students have the right to remain enrolled in their school of origin, including the designated receiving school, and receive transportation or immediately enroll in the school district where they are temporarily residing. School placement determinations must be based on the best interest of the homeless student. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students and unaccompanied youths may request enrollment in the school in the attendance area in which the student is actually living, or other schools. The district will consider student-centered factors related to the student's best interest including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, school placement of siblings, giving priority to the request of the parent, guardian, or unaccompanied youth. Attendance rights by living in attendance areas, other student assignment policies, or intra- and inter-district choice options are available to homeless families on the same terms as families resident in the district.

Transportation:
Homeless students are entitled to transportation to their school of origin. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. Transportation will be provided through the end of the school year in which a student becomes permanently housed.

Coordination:
The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

[Reference: Title I, Part C; McKinney Vento as amended by Every Student Succeeds Act, 2015]
[Adopted: March 2004]
[Revised: May 2017]
[Revised: June 2019]
[Revised: March 2020]

Homeless Liaison contact information and procedures can be found on the district website www.gardnerk12.org.

District Policies:

- Non-discrimination & Harrassement
- Student Welfare
- Concussions and Head Injuries
- Bullying
- Restraint
- Hazing
- Internet
- School Food Service Department Policy

Title IX of the Education Amendments of 1972

The Gardner Public Schools does not tolerate discrimination against students, parents, employees or the

general public on the basis of sex. The Gardner Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Gardner Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Gardner or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available at: [GPS Central Office]. Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available at: [GPS Central Office].

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator(s) are:

Catherine Goguen
Chief Academic Officer
70 Waterford St.
Gardner, MA 01440
Goguenc@gardnerk12.org 978-632-1600 x7200

NON-DISCRIMINATION AND HARRASSMENT

The Gardner Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Gardner Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the

District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Gardner Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Gardner or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, age, homelessness, disability or immigration status.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual interested in filing a complaint that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

LEGAL REFS.: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011; MLG c. 71, s370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et seq.; M.G.L c. 71, Sec. 84.

[Revised: September 2020]

STUDENT WELFARE

Supervision of Students

School personnel assigned to supervisory duties are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

No teacher or other staff member will leave his/her assigned group unsupervised unless a previous arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into

the custody of parents/guardians or other persons authorized in writing by a parent or guardian.

Reporting to Authorities – Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

Student Safety
Instruction in courses in technology education, science, art, physical education and health/safety will include and emphasize safety and accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work, and instructors will teach and enforce all safety rules set up for the particular courses. These include the wearing of protective safety glasses and hearing protectors in appropriate activities.

Safety on the Playground and Playing Field
The District shall provide safe play areas. Precautionary measures that the District requires shall include:

· A periodic inspection of the school's playground and playing fields by the principal of the school and others as may be deemed appropriate;

· Instruction of students in the proper use of equipment;

· Supervision of both organized and unorganized activity.

Emergency Drills
The District shall cooperate with the fire and police departments in the conduct of emergency drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL 71:37L; 148:2A

SOURCE: MASC 8/2006

[Adopted: December 1998]
[Revised: June 2003]
[Revised: June 2016]
[Revised: March 2021]

HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES POLICY

INTRODUCTION

The Gardner Public Schools seeks to prevent concussion and provide a safe return to activity for all students after injury, particularly after a head injury. In order to effectively and consistently manage these injuries, the Athletic Department abides by the following procedures that have been developed to aid in ensuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to athletic activity.

Person Responsible for Implementation of School Policy and Procedures

The Gardner School District has designated its Athletic Director to oversee the implementation of policies and protocols governing the prevention and management of sports-related head injuries. In addition, the AD will be responsible for:

(1) Supporting and enforcing the protocols, documentation, required training and reporting

(2) Assuring that all documentation is in place

(3) Reviewing, updating and implementing policy every two years and including updates in annual training and student and parent handbooks.

Annual Training Requirement

The Commonwealth of Massachusetts requires annual safety training on sports related concussion, including second impact syndrome, for coaches, certified athletic trainers, trainers, volunteers, school nurses, school and team physicians, athletic directors, directors responsible for a school marching band whether employed by a school or school district or serving as a volunteer, parent or legal guardian of a child who participates in an extracurricular athletic activity and student who participates in an extracurricular athletic activity. At the Gardner Public Schools, the above-named school personnel are required to complete free, on-line training (either the National Federation of High Schools or the CDC's Heads Up Concussion training) or attend a training event organized by the athletic department and approved by the Department of Public Health. For student athletes and their parents, this training can be provided in the regular pre-season meetings where written materials are also available. Attendance can be taken at such meetings and the attendance roster serves as a record of verification for participants who are trained. If parents or students are unable to attend this training, they must complete one of the approved on-line trainings and submit a certificate of completion to the athletic director to meet this participation requirement. Alternatively, parents may review DPH-approved written materials (provided by the athletic department) and sign a verification form that they have read and understood these materials.

Documentation of Physical Exam

Each student athlete must have a physical examination on an annual basis, i.e. within 12 or 13 months of the student's last physical examination (to allow for insurance coverage of the examination). Any student athlete who does not have a current physical on file with the nurse prior to the first day of try-outs/practice, is not eligible until a new/updated physical is submitted. If the student's physical examination expires during the sports season, they must have an updated physical examination to continue to participate in the sports season. All physical forms are to be turned in to the nurse, not the

coach.

Pre-Participation Head Injury Reporting Form, Submission and Review
The Massachusetts concussion law requires athletes and their parents to inform their coaches about prior head injuries at the beginning of each sports season. This reporting is done via the **Pre-Participation Head Injury/Concussion Reporting for Extracurricular Activities** form and should be completed by the student's parent(s) or legal guardian(s) and the student. It must be submitted to the Athletic Director ***prior*** **to the start of each season a student plans to participate in an extracurricular athletic activity**.

Until the pre-participation form is completed and signed by the parent/guardian and student and returned to the Athletic Director prior to the start of each sports season, the student cannot participate in the extracurricular sports activity.

Medical/Nursing Review of Pre-Participation Forms
At the start of each sports season, the Athletic Director will review all pre-participation forms and forward to the school nurse those forms indicating a history of head injury. The school nurse will be responsible for:

- reviewing or having the school physician review completed pre-participation forms
- addressing any questions raised by the Athletic Director
- communicating with the coach regarding the student's concussion history and discussing concerns
- following up with parents and students as needed prior to the student's participation in extracurricular athletic activities.

Medical/Nursing Review of Reports of Head Injury During the Season
The following procedures will be followed when an athlete receives a head injury:

- Athlete is removed from the contest or practice.
- Coach completes the **Report of Head Injury During Sports Season Form**
- The Coach will give **Report of Head Injury During Sports Season Form** to Athletic Director.
- Athletic Director will notify school nurse who will review the Report of Head Injury form.
- School nurse will contact athlete's teachers, guidance counselor, and principal.

Procedure for Reporting Head Injuries to School Nurse and/or Certified Athletic Trainer
Head injuries or suspected concussions (after a bump, blow or jolt to the head or body) sustained during extracurricular athletic activities must be reported by the coach as soon as possible to the school nurse and the athletic director. **Athletes who experience signs or symptoms of a concussion should not be allowed to return to play.**

Removing Athletes From Play and Medical Evaluation
In the event that a student athlete receives a head injury, or is suspected of having a head injury, the

student will be removed from play and will not be returned to play or practice that day. The coach should report the head injury to the athletic director or school nurse, if available, as soon as possible, for medical assessment and management and for coordination of home instructions and follow-up care. The athletic director or school nurse will be responsible for contacting the athlete's parents and providing follow-up instructions. If the athlete is injured at an away event or if the athletic director or school nurse is unavailable, the coaching staff are responsible for notifying the athlete's parents of the injury and, if warranted, call for emergency care. Coaches should seek assistance from the host site athletic trainer, coach or school nurse if at an away contest.

If the athlete is able to be sent home (rather than directly to MD):

a. the coach or athletic director will ensure that the athlete will be with a responsible adult, who is capable of monitoring the athlete and understanding the home care instructions, before allowing the athlete to go home;

b. the coach or athletic director will continue efforts to reach the parents;

c. if there is any question about the status of the athlete, or if the athlete is not able to be monitored appropriately, the athlete will be referred to the emergency department for evaluation. A coach or athletic director will accompany the athlete and remain with the athlete until the parents arrive, and

d. athletes with suspected head injuries will not be allowed to drive home.

Medical Clearance and Return to Play
The school physician, if available, should be involved. **Medical clearance is meant to be provided AFTER a student has completed his or her graduated return to play plan.**

The medical provider giving medical clearance for returning to play must use the MDPH Medical Clearance Form, **"Post Sports-Related Head Injury Medical Clearance and Authorization Form"** available on the MDPH website (**www.mass.gov/dph/injury**). The Medical Clearance Form contains more detailed information than a simple statement that the student is ready to return to athletics. This additional information is necessary as school staff monitor the student returning from a concussion. Athletic staff may consider providing this form to the athlete to share with the physician. The completed forms should be kept in the student's medical record in the school health office as well as athletic department office.

Development and Implementation of Post Concussion Graduated Reentry Plans
It is required that all students returning to school and athletics after a concussion have a written plan for reentry. School staff, such as teachers, school nurses, counselors, administrators, speech-language pathologists, coaches and others should work together to develop and implement this plan in coordination with the student, their parent/guardian and the primary care provider.

Graduated return to academic plans are based on the stages of recovery framework that takes a student from rest, to gradual return to full participation in academic activities.

Stages of Recovery:[2]

The stages of recovery are a framework designed through a collaborative effort by health care professionals. The purpose of this framework is to create common language that will help guide students, families, school personnel and health professionals through the recuperation process. Placement in stages is based on assessment of the student's medical condition by a licensed medical professional and accompanied by written orders.

Red Stage (Usually 2 – 4 days, but could last weeks)

1. Rest
2. Students typically do not attend school

Orange Stage

1. Rest
2. Attend school half to full days
3. Avoid school bus and heavy backpacks
4. Work with designated educational personnel regarding school accommodations
5. No tests in school
6. No sports, band, chorus, physical education or outdoor recess

Yellow Stage

1. Attend school full-time if possible
2. Students and families work with teachers regarding homework deadlines (complete as much as possible)
3. See school nurse for pain management and/or rest if needed
4. Limit one quiz/test per day (untimed testing is recommended)
5. Work in 15 minute blocks
6. No sports
7. Licensed medical professional will make decisions regarding band, chorus, physical education and outdoor recess (elementary level) based on medical assessment

Green Stage

1. Attend school full time
2. Resume normal activities
3. Resume sports once school work is back on track, student is symptom-free, and

has been cleared by a licensed medical professional

Graduated return to athletic plans will begin only after a student has returned to full participation in academics and is completely symptom free at rest.

Return to Play Schedule

When a student athlete is completely symptom free at rest and has the approval of a medical professional, she/he may begin a graduated return to play protocol. The return to play schedule for the student should proceed as follows:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Aerobic exercise such as running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact controlled training followed by practice or training.

Step 5: Full contact game play.

The written reentry plans will be signed by the student, their parent/guardian, the school nurse, the guidance counselor, principal, athletic director and coach so that all parties are in agreement as to the plan for reentry. Frequent or periodic assessments by the school personnel including the nurse, athletic director, school physician or team physician as appropriate may be necessary until full return to classroom activities and extracurricular athletic activities are authorized by medical staff. A copy of the plan will be kept in the student's medical record.

Providing Information, Forms and Materials to Parents and Athletes.

a. Annual Training Requirement

For student athletes and their parents, this training can be provided in the regular pre-season meetings where written materials are also available. Attendance can be taken at such meetings and the attendance roster serves as a record of verification for participants who are trained. If parents or students are unable to attend this training, they must complete one of the approved on-line trainings and submit a certificate of completion to the athletic director to meet this participation requirement. Alternatively, parents may review DPH-approved written materials (provided by the athletic department) and sign a verification form that they have read and understood these materials.

b. Procedure for the School to Notify Parents When an Athlete Has Been Removed From Play for a Head Injury or Suspected Concussion

The athletic director or school nurse/physician will be responsible for contacting the athlete's parents and providing follow-up instructions. If the athlete is injured at an away event or if the athletic director or school nurse is unavailable, the coaching staff are responsible for notifying the athlete's parents of the injury and, if warranted, call for emergency care. The student should be sent home with the "Report of Head Injury During Sports Season Form" as well as the "Post Sports-Related Head Injury Medical Clearance and Authorization Form".

c. Protocol for Parents/Students to Obtain Medical Clearance for Return to Play and Academics After a Diagnosed Concussion (see also #8 above)

Parents and students are oriented about the protocol on obtaining medical clearance for return to play after a diagnosed concussion. In addition, our athletic handbook under the section for "Sports Concussion" includes our policies regarding sports concussion including obtaining medical clearance after a concussion. The website of the school at **www.gardnerk12.org** under the Athletic Department tab has a page on sports concussion that also details these protocols. Finally, parents and students can always call the athletic department office at 978-632-1600, ext. 1800 or the school nurse's office at 978-632-3934 (high school) or 978-632-3324 (middle school) to get further clarification or ask questions. No student will be allowed to return to play until the medical clearance form is signed by authorized medical professional, submitted and reviewed by the school nurse.

d. Parent's Responsibility for Completion of the Pre-Participation Form

At the schools' annual meeting in the fall, parents and students are oriented about the requirement to submit the pre-participation form, signed by both student and parent, which provides a comprehensive history with up-to-date information relative to concussion history. It is the parent's responsibility to tell all the student's coaches and school nurse if the student has ever had a concussion via this form. In addition, our athletic handbook under the section for "Sports Concussion" includes our policies regarding sports concussion including the requirement to complete the pre-participation form by student and parent at the start of every sports season. The website for the school at **www.gardnerk12.org** under the Athletic Department tab has a page on sports concussion that also details these protocols. Finally, parents and students can always call the athletic department office at 978-632-1600, ext. 1800 or the school nurse's office at 978-632-3934 (high school) or 978-632-3324 (middle school) to get further clarification or ask questions. These forms should be submitted to the athletic department office which copies and reviews them and then forwards them to the school nurse's office for review. No student will be allowed to participate in athletic activities until the pre-participation form is signed, submitted by parent and student and reviewed by designated staff annually.

e. Parent's Responsibility for Completion of the Report of a Head Injury Form

At the schools' annual meeting in the fall, parents and students are oriented about the requirement to submit all forms including the Report of Head Injury Form signed by parent if their child has a head injury related to athletic activities. In addition, our athletic handbook under the section for "Sports Concussion" includes our policies regarding sports concussion including the requirement to complete and sign. The website for the school at **www.gardnerk12.org** under the Athletic Department tab has a page on sports concussion that also details these protocols. Finally, parents and students can always call the athletic department office at 978-632-1600, ext. 1800 or the school nurse's office at 978-632-3934 (high

school) or 978-632-3324 (middle school) to get further clarification or ask questions. These forms should be submitted to the athletic department office which copies and reviews them and then forwards them to the school nurse's office for review. No student will be allowed to participate in athletic activities until all required forms including the report of head injury form has been signed, submitted by parent and student and reviewed by school nursing and athletic department staff.

Inclusion of Sport-Related Head Injury Policy in the Student and Parent Handbook

We have recently modified our student, parent handbook, and athletic handbook that are distributed at the beginning of the school year and now contain:

- Most recent Concussion information fact sheet
- Links and information about annual training
- Gardner Public Schools' protocol/policies on sports-related head injuries
- **Pre-participation Head Injury/Concussion Reporting Form for Extracurricular Activities, Report of Head Injury During Sports Season report from,** and **Post Sports-Related Head Injury Medical Clearance and Authorization forms.**

Our handbooks with information on sports-related concussions are updated every other year and are available at the school's website or within the school's website under the Athletic Department directory. Hard copies of these manuals are also available at the Athletic Director's Office at 978-632-1600, ext. 1800 and/or School Principal's Office at 978-632-1600 (high school) or 978-632-1603 (middle school).

Communicating With Parents With Limited English Proficiency

Because of limited English skills, some parents may be unable to communicate with school personnel and may feel isolated from the school community. We make every attempt to communicate effectively with parents with limited English proficiency. We have translated school policies on head injury and concussions in extracurricular athletic activities and the on-line training classes and the mandated forms into Spanish and Portuguese. These documents are listed on the Gardner High School's Athletic Department website at **www.gardnerk12.org** in these languages. We will translate other materials as requested. In the event a student receives a concussion or is suspected of having a concussion, the Athletic Director's office should notify the parent in the appropriate language. Interpreters are available by contacting the Principal's office.

Outreach to Parents for Form and Training Completion

Student athletes will not be permitted to participate in extracurricular sport until both the parent and student have completed and returned the signed Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities *before the start of each sports season*. In the event the school has not received the Pre-Participation Head Injury/Concussion Reporting Form or other required forms, including documentation of an annual physical examination and documentation that both the student athlete and their parent/guardian have completed the required annual training, we will make three attempts to contact parent using the school's typical communication methods to parents (email, snail mail, telephone, etc.). The student athlete will not be allowed to play or practice until the appropriate required signed and completed forms are returned to the Athletic Department.

Sharing Concussion-Related Health Information

Informal collaboration occurs on a temporary, as-needed basis for information exchange, as when the school nurse informs (while adhering to protocols for confidentiality) the physical education teacher that a particular student may not participate in athletic activities because of a recent injury. There may be circumstances in which there is a need to share information in the student health record with authorized school personnel – either to enhance the educational progress of the student or protect his/her safety or well-being. For example, staff may need to be alerted to signs or symptoms of a medical problem on a need to know basis and offered a course of action. This type of disclosure should be made only to those authorized school personnel who work *directly with* the student in an instructive (academic or athletic), administrative, or diagnostic capacity. Finally, authorized school personnel should be instructed not to re-disclose the information.

If there is any question about the sensitivity of the information, the school nurse should seek the permission of the parent/guardian and student, if appropriate, prior to disclosure to authorized school personnel. Ultimately, however, federal regulations permit information in the student health record to be seen by authorized school personnel on a need to know basis, and the basis for such sharing seems even more compelling when necessary to protect the well-being or safety of the student.

There may be times when a school nurse has a legal obligation to disclose health or related information to protect a student's health or safety. Public policy requires the protection of a patient's right to privacy by medical professionals, unless there is an immediate threat or serious harm to the student or others.

Requirement that Coaches, Athletic Trainers, Trainers and Volunteers

Teach Strategies That Minimize Sports-Related Head Injury and Prohibit Dangerous Play

Coaches of Gardner Public Schools are expected to be current with best practices in their sport that reduce the likelihood of head injury. In addition, coaches are prohibited from teaching or promoting dangerous practices such as using a helmet as a weapon. It is expected that all coaches and athletic department staff teach techniques that minimize sports injury and/or concussion such as proper fitting, certified (especially helmets) equipment and protective equipment.

Penalties

Gardner Public Schools takes the safety of student athletes seriously. All members of the school staff are expected to follow these policies and protocols to support the health and safety of student athletes. The underlying philosophy of these policies is "when in doubt, sit them out". Failure to comply with the letter or spirit of these policies could result in progressive discipline for staff and/or forfeiture of games. If students or parents have concerns that the policies are being violated, they should contact the Principal and also place their complaint in writing with a request for resolution.

[Adopted: 2/2012]
[Revised: April 2016]
[Reviewed: November 2020]

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[1] Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school

instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

[2] Based on the work of Dr. Janet Kent of South Shore Hospital; see http://www.southshorehospital.org/yhc/HeadSmart_Handbook.pdf

PHYSICAL RESTRAINT POLICY AND PROCEDURES

Physical restraint shall mean 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.

Physical restraint shall be considered an emergency procedure of last resort and shall only be used when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self 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.

In the event that physical restraint is required to protect the safety of school community members, the Gardner School District has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint.

The use of time-out is a behavior support strategy in which a student temporarily separates from the learning activity or the classroom either by choice or direction from staff, for the purpose of calming. During a time-out the 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-outs must be clean, safe, sanitary, and appropriate for the purposes of calming. Time-out shall cease as soon as the student has calmed. The Staff will seek the principal's approval should a student require a time-out lasting more than 30 minutes due to continued agitation.

These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students.

NOTE: None of the foregoing paragraph or the policy/procedures that follow, precludes any teacher, employee or agent of the Gardner School District from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

I. Interventions and Alternative Methods that May Preclude the Need for the Use of Physical Restraint

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention. There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and, suicide, including individual crisis planning or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

A. Building Level Supports

Each Building has staff identified as members of a crisis team that are trained in Crisis Prevention Intervention (CPI). School personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress at the Student Support Team Meeting (SST) to plan interventions and supports for students. For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint, the Team should develop a safety or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings for the purpose of assessing progress and making necessary adjustments. Teams can request a functional behavioral assessment (FBA) or Safety Assessment and can refer to outside agencies. The Crisis Team could be a subgroup of the SST. Please refer to the District Accommodation Plan (DCAP) for a list of other programs such as Positive Behavior Interventions and Supports (PBIS), PATHS Curriculum, Zones of Regulation, Social Thinking Curriculum, and Restorative Justice Practices.

B. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include, but are not limited to, the following:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)
8. Verbal Directives- A verbal directive is communicating what is expected behavior by clearly stating instructions and expectations.
9. Brief Physical Contact- Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, and providing comfort. Such brief physical contact is an alternative to physical restraint.
10. Removals- Removals are used only when it is necessary to move a child a few feet in order to hold them to safer position. Removal includes removal of a student from a classroom for in situations where behavior can escalate other student, creating a less safe situation. Removals are only for a short distance, i.e. out of the classroom to the hallway.
11. Physical Escort- Physical escort is 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.
12. Time-Out- Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from program staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Program 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 will cease as soon as the student has calmed. Principal approval is required for a time-out of more than thirty (30) minutes based on an individual student's continuing agitation.

C. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

1. Remain Calm - To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. Obtain Assistance – Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the

response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

4. Remove Student If Possible – The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.
5. Remove Other Students – If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

D. Description of physical restraints used in emergency situations:

In an emergency situation, school staff are to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation, should adhere to the requirements of the Gardner Public Schools Physical Restraint Policy and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution **AFTER OTHER LAWFUL AND LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE**. In other words, staff should first attempt to verbally redirect the student. If this does not stop or prevent the student from danger, the staff member should attempt to block the student by taking a supportive stance first to prevent them from entering any dangerous situation, such as running into the street or jumping from a high place. If the individual is unable to be blocked; the staff member should then administer or attempt to hold the student from danger until emergency assistance or help arrives. This includes, but is not limited to, any one of the approved CPI positions.

II. Methods to Engage Parents in Discussions about Restraint Prevention and the Use of Restraint Solely as an Emergency Measure

All families and students are provided with information about behavioral supports and restraint prevention efforts through the Student/Parent Handbook. Additionally, principals are expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with school counselors/related staff to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, principals are expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselors should follow up with the student and their family regarding behavioral supports as needed.

III. Staff Training

A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment. Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used

B. Required training for all staff will include review of the following:

1. The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
2. Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors; and other alternatives to restraint in emergency circumstances;
3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used; in particular a restraint of extended duration;
4. Administering physical restraint in accordance with known medical or psychological limitations known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
5. Identification of program staff who have received in-depth training (as set forth below in section C) in the

use of physical restraint.

6. The role of the student, family, and staff in preventing restraint

C. Designated staff members shall participate in at least sixteen hours of in-depth training in the use of physical restraint, with at least one refresher training occurring annually thereafter

1. At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
2. In-depth training will include:
    a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and use of alternatives to restraint.
    b) A description and identification of specific dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
    c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
    d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
    e) Demonstration by participants of proficiency in administering physical restraint; and
    f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects

D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.

E. Staff/ faculty will review the uses of time-out as a behavioral strategy for applicable programs. Staff/faculty will review the program procedure for obtaining principal approval of time-out for more than 30 minutes based upon a student's continuing agitation.

IV. <u>Administration of Physical Restraint</u>

A. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Staff will use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protest a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint. Physical restraint is prohibited in the following circumstances:
    a. As a means of discipline or punishment;
    b. As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.
    c. As a standard response for any individual student. No written behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior
    d. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting

B. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

C. Physical restraint shall be limited to the amount of force necessary to protect a student or others from, physical injury or harm.

D. A person administering physical restraint shall use the safest method available and appropriate to the situation. Restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b) may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.

E. Physical restraint shall be discontinued as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

F. Additional safety requirements:

1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin temperature color and respiration, during the restraint.
2. If at any time during a physical restraint the student expresses or demonstrates significant physical distress, including but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
3. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
4. If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of administration. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

G. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:

1. As soon as the student is cooperative, have the school nurse assess the student to ensure there has been no injury
2. Review the incident with the student to address the behavior that precipitated the restraint;
3. Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
4. Consider whether any follow-up is appropriate for students who witnessed the incident.

V. Restraints Prohibited

A. Medication restraint – the administration of medication for the purpose of temporarily controlling behavior.– is prohibited unless prescribed by a licensed physician and authorized in writing by the parent for administration in the school setting.

B. Mechanical restraint – the use of any device or equipment to restrict a student's freedom of movement. This does not include devices implemented by trained school personnel, or utilized by a student that have been

prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of the device or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

C. Seclusion restraint - the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving without access to school staff is prohibited.

D. 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 is prohibited except under the following circumstances:

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 restraints have failed to ensure the safety of the student and/or the safety of 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 there are 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 such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

E. The use of "time out" procedures during which a staff member remains accessible to the student, and the student is continuously observed by a staff member shall not be considered "seclusion restraint.

VI. Reporting Requirements

A. Staff will report any incidence of physical restraint to their building administrator. Program staff shall provide a written report no later than the next school working day to their building administrator after administration of a physical restraint.

B. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.

1. The written report shall be provided to the principal or his/her designee, except the principal shall prepare the report if the principal administered the restraint;
2. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department of Education, upon request.

C. The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) of such restraint as soon as possible and within 24 hours of the restraint, and by written report postmarked no later than three school working days following the use of such restraint or to an email address provided by the parent for communication about the student.

2. If the school customarily provides school-related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.
3. The school will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

D. The written report required by both sections B and C above shall include:

1. Names and job title of the staff who administered the restraint, and observers, if any;
2. Date of restraint and time restraint began and ended;
3. Name of administrator who was verbally informed following the restraint; and as applicable, the name of the administrator who approved continuation of the restraint beyond 20 minutes.
4. Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;
5. Student's behavior that prompted the restraint;
6. Efforts made to de-escalate the situation and alternatives to restraint that were attempted;
7. Justification for initiating physical restraint;
8. Description of administration of restraint including:
    a. The holds used and reasons such holds were necessary
    b. The student's behavior and reactions during the restraint
    c. How the restraint ended and
    d. Documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
9. For extended restraints (restraints lasting more than twenty minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint; Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and
10. Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

E. Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

1. Review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
2. Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
3. Consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
4. Agreement on a written plan of action by the program.

F. If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

1. Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
2. Report all restraint related injuries to the Department of Secondary and Elementary Education (DESE). When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required to the Department postmarked no later than three school working

days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within the 30 calendar days of receipt of the required written report(s).

3. The district will report all physical restraints to the Department. Each school shall collect and annually report data regarding the use of physical restraints in a manner and form directed by the Department.

VII. Grievance Procedures

A. Parents will notify the principal or designee of any concerns regarding restraint practices and procedures. If a designee receives the complaint or concern that designee shall notify the principal within the school day. The principal shall notify the Superintendent within twenty-four hours of a school working day of receiving a concern. The Superintendent shall at his or her discretion order an investigation.

VIII. Other Interventions

Nothing in this policy prohibits:

A. The right of any individual to report to appropriate authorities a crime committed by a student or another individual;

B. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

C. The exercise of an individual's responsibilities as a mandated reporter or to deter any individual from reporting neglect or abuse to the appropriate state agency.

D.

Policies and Procedures shall not preclude the use of school violence prevention techniques or procedures i.e., counseling, DARE, etc.

This policy can be found in both the Policy Binder and in the Procedures Binder, as it contains elements of both policy and procedure.

[Reference: M.G.L. 69 Section 1B and C71, S37G; Regulation 603 CMR 46.00 Physical Restraint]
[Adopted: December 2001]
[Revised: October 2003]
[Revised: March 2006]
[Revised: April 2008]
[Reviewed: June 2014]
[Revised: March 2016]
[Revised: February 2018]
[Revised: May 2019]

BULLYING

The Gardner Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a 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 him/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. For the purposes of this section, bullying shall include cyber-bullying.

An "Aggressor" is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation towards a student

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire
- Radio
- Electromagnetic
- Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Hostile environment" means 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.

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

A "Target" means a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.
For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying and retaliation are prohibited:

- On school grounds;

- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Gardner Public Schools

Bullying and retaliation are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Gardner Public Schools if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The school district, shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period. The plan shall be updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The school procedures for responding to the bullying or retaliation and actions being taken to prevent further acts of bullying or retaliation shall be discussed.

Notice to the parent shall be provided in the primary language of the home.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying Incident Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the aggressor, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified. The principal shall document the reasons for his or her decision to notify law enforcement.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school district, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Confidentiality

Confidentiality shall be maintained to the extent consistent with the school's obligations under law. A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of Massachusetts Student Record Regulations, 603 CMR 23.00 and the Federal Family Educational Rights and Privacy Act Regulations.

A principal may disclose a determination of bullying or retaliation to local law enforcement without the consent of the student or parent. The principal shall communicate in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and reasons determined that a health or safety emergency exists.

Retaliation

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

Student Assistance

The Gardner Public Schools shall provide counselling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Gardner Public Schools website.

Before the first day of each school year, the superintendent or designee shall communicate with the chief of police or designee to discuss procedures and updates and any other subject appropriate to how the school district will communicate with the local law enforcement agency regarding suspected criminal charges for bullying incidents.

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended; Federal Regulation 74676 Issued by EEO Commission; Title IX of the Education Amendments of 1972; 603 CMR 26.00; MGS 71:37O as amended; MGL 265:43, 43A; MGL 268:13B; MGL 269:14A
REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan;

CROSS REFS: AC, Non-discrimination; ACAB, Sexual Harassment; JBA, Student-to-Student Harassment; JICFA, Hazing; JK, Student Discipline Regulations]

[Adopted: January 8, 2001]
[Reviewed: May 2003]
[Revised: June 2007]
[Revised: December 2010]
[Revised: May 2014]
[Revised: May 2017]
[Revised: March 2021]

HAZING POLICY

269:17 HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED.
Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one, [sic] year, or both such fine and imprisonment.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

269:18 FAILURE TO REPORT HAZING.
Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.
269:19 Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections

seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communication the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

This policy can be found in both the Policy Binder and in the Procedures Binder, as it contains elements of both policy and procedure.

LEGAL REF: MGL, Chapter 269, Sections 17, 18, 19

[Adopted: January 2001]
[Reviewed: May 2003]
[Revised: February 2018]
[Revised: August 2020]

NETWORK/INTERNET/E-MAIL POLICY

Our Commitment to Technology
Gardner Public Schools is committed to providing students, teachers, and staff with the technology and information literacy skills needed for learning and teaching in the 21st century. Our mission is to integrate technology into curriculum and instruction to promote student achievement and prepare students for success in today’s information society both locally and globally.

Gardner Public Schools provide students and employees access to technology including equipment, applications, network resources, and the Internet for educational and communication purposes. Educational purposes shall be defined as classroom activities promoting learning, career and professional development, and high-quality self-discovery and reflection activities. Communication purposes shall refer to the use of email transmissions,

online learning systems, the Internet, social media platforms, and other electronic resources to communicate and collaborate amongst students, parents, employees, professionals, and the Gardner Public Schools community for educational reasons.

Gardner Public Schools is committed to providing a safe and productive educational environment. We maintain systems preventing inappropriate intrusions from the outside world through our Internet connections and a website Internet filter in compliance with Children's Internet Protection Act (CIPA). Teachers are responsible for monitoring student technology activities. However, no system or filter is perfect and it is virtually impossible for any teacher to monitor every activity of every student in the classroom. Therefore, each user of Gardner Public Schools' technology resources is accountable for his/her own use and activity.

Access to the system/network is a privilege, not a right. The Superintendent or designee shall implement, monitor, and evaluate the use of the district's system/network for educational and communication purposes at any time. There is no right of privacy or confidentiality regarding files/documents created and stored on the district systems, or electronic communications sent internally or externally. Such files and communications are governed by the public records law and may be accessed, viewed, and/or deleted at the discretion of the Superintendent or designee at any time.

All users, parents and or legal guardians, shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures.

User responsibilities and acceptable use

1. All users of Gardner Public Schools technology resources must sign the Technology Acceptable Use Agreement form prior to using schools technology resources. Students and employees are required to sign the AUP under the following circumstances:
   - Upon first time enrollment/employment in the district
   - Change in policy occurs

2. Users of Gardner Public Schools' technology resources are responsible for their appropriate use in accordance with this Technology Acceptable Use Policy, school rules and codes of conduct as stated in school handbooks, and city, state, and federal laws.
3. Students are obligated to abide by any guidelines set forth by teachers integrating technology resources in their classroom.
4. Network accounts are to be used only by the authorized owner of the account. Sharing of passwords and network accounts are prohibited.
5. Posting personal information on the Internet is prohibited for the safety of students and employees. Personal information includes but is not limited to passwords, full name, telephone number, address, parent/guardian information, school information.
6. Users represent Gardner Public Schools when using the schools' technology resources to participate in online communications and publishing to the Internet whether on or off school premises.
7. Users will conduct themselves with a commitment to integrity and respect of others and oneself at all times when communicating online. Any form of online harassment including, but not limited to, sexual and other protected class harassment, bullying, and offensive language, is prohibited and may be subject to appropriate laws. Any knowledge of such activities should be reported to a teacher or administrator.
8. Users are required to abide by the generally accepted rules of netiquette (network etiquette) when communicating online.
9. Student pictures, educational works, and audio and video recordings may be published to the Internet or social media to promote learning. Only the first name and last initial may be published. Permission of the student and parent is required prior to publication.
10. Accessing material that is obscene or advocates illegal acts, violence, or discrimination is prohibited.

Unintentional access of such material should be reported to a teacher or administrator immediately to prevent a claim of intentional access.
11. All resources should be properly cited to avoid plagiarism. Plagiarism will be dealt with according to the student handbook guidelines.
12. All copyright, privacy, and international laws are to be abided by at all times. Users should assume material is copyrighted unless explicitly stated.
13. Forgery or pretending to be someone else is prohibited.
14. Installing software is prohibited. Downloading of materials requires the permission of a teacher and/or an administrator.
15. Vandalism of any type is prohibited and will result in disciplinary and possibly legal and/or financial charges. Vandalism includes but is not limited to damage, destruction, or theft of hardware, software, data, or intellectual property; disrupting network traffic; intentionally introducing viruses, gaining unauthorized access to network resources (hacking); or using the system for inappropriate or illegal purposes.
16. Commercial use of technology resources is permissible only for the benefit of the Gardner Public Schools community. Use of technology resources for personal gain is prohibited.
17. The school maintains the right to review any individual's electronic documents and communications made using technology resources provided to ensure a safe, secure, and orderly educational environment.
18. Any violations of the above responsibilities and acceptable uses are to be reported immediately to a teacher or administrator. Users uncertain of actions that may violate their responsibilities or acceptable use of technology resources are accountable for asking a teacher or administrator prior to performing the action(s) in question.

Consequences
Failure to comply with the Technology Acceptable Use Policy may be subject to disciplinary action determined by the building principals and/or district administrators in accordance with the school handbook, educational policies, and this acceptable use policy. Noncompliance may result in the suspension or termination of a user's technology privileges. Violations of local, state, or federal laws may also result in criminal prosecution. Gardner Public Schools will cooperate fully with officials in any investigation related to illegal activities conducted via the schools' technology resources.

Limits of liability
Gardner Public Schools shall not be liable for users' inappropriate use of technology resources, mistakes or negligence, violation of copyright restrictions, or costs incurred for any reason. Gardner Public Schools is not responsible for loss of data, exposure to inappropriate or inaccurate material found on the Internet or external networks, or accuracy or usability of any information found on external networks or the Internet.

[Adoption date: May 1998]
[Revision date: June 1999]
[Revised: June 2002]
[Revised: September 2009]
[Revised: December 2013 - Replaces IJNDB&IJNDB-R]
[Revised: November 2016]
[Revised: February 2019]

WEBSITE, SOCIAL MEDIA PLATFORMS AND LEARNING MANAGEMENT SYSTEMS POLICY

Gardner Public Schools maintains district and school websites, and social media platforms, providing our community with access to up-to-date and relevant information regarding Gardner Public Schools. The primary purpose of the district and school websites is to provide public information.

We also maintain online Learning Management Systems (LMS) for all grade levels, which provide each teacher a secure web presence at the classroom level. Our primary intent for the LMS is to foster and strengthen our communication and connection regarding learning among students, parents, teachers, and administrators. The LMS provides a teacher directed environment offering educational resources and communication vehicles specific to course content and curriculum. LMS capabilities include posting educational websites and documents, uploading grades for students and parents to view, creating discussion boards for students to discuss educational content, and much more.

The websites, social media platforms, and learning management systems may also serve as an opportunity to showcase learning. This may include posting information and pictures regarding classroom activities, student work, and student accomplishments.

In all cases, the websites, social media platforms, and learning management systems will be used for educational purposes only. In addition, publishing to these resources will adhere to the following content and quality standards:

- All information published must accurately reflect the mission, goals, policies, program, and activities of the course, school, district, or community.
- All information published must include appropriate copyright citations.
- All work will be free of spelling and grammatical errors.
    - Only complete pages will be available for public viewing.
- Student and parent consent must be secured for publication of student information.
- No confidential student information will be published. For students, only first name, last initial, grade level, educational works, and pictures may be published with student and parent consent.
- Publishing of personal web pages is prohibited.

The webmaster will be responsible for maintaining the official district web page and monitoring all district web page activity. Each building principal is responsible for his/her respective website and social media platform content. Teachers are responsible for publishing and monitoring their courses within the learning management systems.

[Adopted: December 2013 - /Replaces IJNDC & IJNDC-R]
[Revised: February 2019]

INTERNET PUBLICATION

I. PURPOSE

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or their designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

Student photographs may be published only with the written consent of the student's parent or guardian.

Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.

Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork,

may be published only with the staff member's written consent.

SOURCE: MASC
[Adopted: August 2015]
[Reviewed: November 2020]

FACE COVERINGS

The Gardner Public School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that fully covers the nose and mouth, secured appropriately per CDC guidelines, must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed in accordance with the District Face Mask/Face Covering Protocol for Staff & Students document.

Individuals may be excused from the requirement per CDC guidance.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, PPE will be provided for specific identified circumstances per CDC guidelines.

Visitors in violation of this policy will be denied entry to the school/district facility.

Please see the Face Covering protocol/procedure document regarding exceptions and violations of this policy.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -

https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download

REFS.: Center for Disease Control and Prevention - Considerations for Wearing Masks -

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html

Massachusetts Department of Elementary and Secondary Education - Reopening Guidelines - http://www.doe.mass.edu/covid19/

Commonwealth of Massachusetts - Mask Up MA! -

https://www.mass.gov/news/mask-up-ma

SOURCE: MASC - August 2020

[Adopted: September 2020]

Reimbursement Procedure

Massachusetts General Law (MGL c41,s56) stipulates that authorization to expend public funds shall be given only after an examination to determine that the charges are correct, and that the services charged for were rendered. Reimbursement is compensation for money already spent. The School District will reimburse only for those authorized expenses for which adequate documentation of payment can be provided.

A. Requirements

- Purchase orders must be approved first, before making purchases.
- All requests for reimbursement shall be made using a PO and shall be signed and dated by the person seeking reimbursement.
- All purchases that need to be reimbursed must be made as a separate order from personal purchases.
- Reimbursement is for purchases where POs will not be accepted, or items cannot be purchased elsewhere, or in cases of emergencies.
- **PLEASE NOTE: ALL REQUESTS FOR REIMBURSEMENT MUST BE SUBMITTED BY THE LAST DAY OF THE MONTH FOLLOWING THE DATE THE EXPENSE WAS INCURRED.** No expenses will be reimbursed after that period.
- For reimbursement of expenses, the required documentation for proof of purchase is as follows:

B. Paid by cash, debit or credit card

- An original, detailed receipt provided by the vendor which includes the name of the vendor, the date of purchase, a description of the goods purchased and the amount expended marked paid in full or showing a zero balance.
- A photocopy of the card or bank credit card statement used to make the purchase (last 4 digits and last name); required once a year.

C. Paid by mail with a check

- The original of the invoice paid
- A copy of the front and back of the cancelled check (showing the employee's name as the account holder). If your bank does not return cancelled checks to you and, instead, sends you a photocopy of the cancelled checks as part of your bank statement that is sufficient.

Travel Reimbursement

In addition to the general reimbursement procedures, all personnel shall follow the travel documentation and approval procedures as established by the Business Manager. Failure to follow said procedures may jeopardize subsequent travel and/or reimbursements. To insure compliance with these requirements all procedural clarifications must be obtained by contacting the Business Office prior to travel.

PLEASE NOTE: ALL REQUESTS FOR REIMBURSEMENT MUST BE SUBMITTED BY THE LAST DAY OF THE MONTH FOLLOWING THE DATE THE EXPENSE WAS INCURRED. No expenses will be reimbursed after that period.

To comply with audit requirements all funds appropriated for employee travel require proper documentation to support the expenditure. The following shall be a guide for determining what documentation is required and how/when it should be submitted to the Business Office:

I. Mileage reimbursement for travel to conferences, workshops, out of district meetings - Staff must generate a purchase order up front, before the travel date. For staff whose responsibilities require travel out of district, it is necessary that they use the School Department's Request for Reimbursement form to record the date, destination and mileage. The mileage indicated must be supported by a Mapquest or GoogleMaps printout showing the mileage to the destination. This Request for Reimbursement form should be turned in monthly for reimbursement. If there are tolls or parking charges they should be recorded and receipts must be attached.

II. Expense reimbursements for out of district travel and conferences (**registration fees, lodging, meals, transportation, etc.) - Staff must generate a purchase requisition up front, before the expense is incurred, that estimates the reimbursement for each type of expense. After the requisition is entered by the school secretary and administrative approval by the Principal, the requisition is forwarded to the Business Office for processing. Upon final approval the Business Office will return the blue PO copy.

Actual appropriate expenses as they occur should be recorded on the Request for Reimbursement form. Note: Receipts are necessary and should be attached to the Request for Reimbursement form which must be turned into the Business Office immediately upon return.

II. Request for Reimbursement Documentation (Out of District Travel and Conferences)

Original detailed receipts must always be obtained – Reimbursements cannot be processed without proper receipts. Acceptable receipts include hotel billings, parking lot receipts, toll booth receipts, conference agendas (fee schedule), canceled checks, restaurant receipts, and credit card billings, etc. Note: Reimbursement requests must exclude personal telephone calls, alcoholic beverages, personal items and other non-business entertainment expenses which are not reimbursable. These exclusions must be on a separate receipt.

III. Meals

Original detailed receipts for meals must be obtained. A detailed account of expenses shall be made on the appropriate lines of the Request for Reimbursement form. (Breakfast, Lunch, Dinner). Meal reimbursement will be held to a maximum of $59 /day (FY17 Federal Per Diem Rate). Reimbursement requests are to be based on actual expenditures which may differ from the established rates.

a. Rate Guideline (Estimated): Breakfast - $13.00 Lunch - $15.00 Dinner $31.00

Reimbursement can be provided for special conference meals whose cost is higher than the maximum stated if documentation (receipt or copy of appropriate section of conference program) is supplied. Meals are generally not reimbursable for partial day events (five hours or less) within driving range unless the cost is included in the registration fee and cannot be separated out. For overnight travel, the per diem cap for the first and last day of travel will be 75% of the regular per diem cap.

Signature Form for Staff Handbook
Updated August 27, 2021

Please sign and return this form to your Principal.

By signing below, I acknowledge receipt of this handbook and that I have read its contents.

I, _____(print name) have received and read the Gardner Public Schools Staff Handbook. I am aware of my rights and responsibilities.

_____

Employee Name Employee Signature

_____

School Date