

2022 - 2023

Haverhill Public Schools

Student Handbook

Pre-K - Grade 8



Haverhill Public Schools
4 Summer Street – Room 104
Haverhill, MA 01830
(978) 374-3400



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District Message

The Haverhill Public Schools is committed to educating every child who comes into its system; in Haverhill, we truly believe that every student can succeed. The system of public education should be a source of pride for the city; the schools should be central to life and activity of the community. Schools must assure that every student meets the expectations for student achievement set by the School Committee.

Education is about quality instruction in the classroom that makes students competitive on state and national standardized tests. The quality of a Haverhill education should motivate students to remain in the city's schools. Within capabilities, the system must provide alternative programs for students with unique needs.

Our system is built upon a strong foundation of core values; *Haverhill believes in "highly qualified" employees, site-based management, high academic standards for student achievement, and continuous improvement.*

As educators and members of the school community it is imperative that there is a connection, a commitment and acknowledgment of our ethical responsibility to implement this vision for the children of Haverhill.

School Profile

The Haverhill Public School system embodies a long tradition of academic excellence and social responsibility. For many years, it has been the district's mission to provide a safe place for students and to create a school climate that is intellectually challenging, friendly, and inviting. It is our goal to establish a *student-centered environment where students feel that they belong* and where healthy development can take place.

Our school believes in teaching a core of common knowledge that is aligned with the state mandated frameworks. Our curricula provide for differentiated instruction, pedagogy, high expectations for achievement, and alternative assessment. Curricula and instruction are driven by assessment data so that there is continuous improvement in student achievement. Instructional practices must address the diverse talents and skills of students, and provide a variety of instructional supports and strategies for each student to succeed.

We are a school community and wholeheartedly welcome the support and involvement of all constituents in educating our students. Families and businesses are strongly encouraged to participate in the educational programs, planning for school improvement, and school-activities.

It is our goal to reach every student. We believe that all students can learn with targeted supports, high quality programs, and resources that are integral to a strong foundation and necessary for all students' success in future endeavors.

Safety and Security

Your child's safety is a major concern of our school. The cooperation and understanding between parents and the school is necessary to build proper habits. Some sound rules for developing safety habits are listed below. It would be helpful if parents would discuss these with their

children.

- Start to school early enough so you will not have to run to arrive on time. Walk on the sidewalks or off the roads at all times.
- Cross streets only at intersections where a crossing guard has been assigned by the school department.
- Obey the police officer and the crossing guard at all times.
- Proceed directly to school and return home immediately after being dismissed.
- Refrain from throwing snowballs on the way to and from school and on school grounds.
- Refuse to enter or approach strange automobiles or to ride with strangers.
- Remain off the road while waiting at the bus stop.

Our school has a Building Crisis Response Team (BCRT) comprised of administrators, teachers and support staff. The BCRT enhances the school's ability to respond to emergencies, threats to students and staff safety, and assists students and staff to respond to events such as the death of a school community member, natural disasters, or acts of violence.

It is unfortunate, but true, that we live in a time when safety of our children is threatened even at school. Even though the chance of your child being harmed while in school is minute, the possibility is enough so that precautions and procedures have been implemented.

Preventing violence and threats of violence must be a community project. All students, parents and educators must be constantly vigilant and report people and events that seem to threaten the safety and tranquility of our schools.

Students and parents need to know that Haverhill's Chief of Police and Superintendent of Schools are jointly committed to aggressively investigating all student-to-student death threats, and to find, arrest, and prosecute any student who calls in a bomb threat or pulls a fire alarm unnecessarily.

Parents need to assure that students understand the seriousness of these acts as well as the consequences associated with them. No one should tolerate this type of behavior and students need to know that. If parents have specific concerns, they may obtain further information about the school's action plans for crisis management and building crisis team by contacting the principal.

ALICE

The security and safety of our students and staff is of highest importance, and the Haverhill Public School Department is committed to providing the safest possible environment. We are continuously reviewing and updating our policies and practices, in cooperation with the Haverhill Police Department, School Resource Officers (SROs) and Haverhill Fire Department to incorporate the most recently recommended best practices and strategies. The US Department of Homeland Security, US Department of Education, the International Association of Chiefs of Police, FEMA, and FBI all recommend that active plans be in place that include decision-making and options rather than the traditional

school lockdowns in the unlikely event of an intruder. You may be aware that schools have traditionally used the "lockdown" method in the event an unauthorized person enters the building or grounds. This method instructs staff and students to lock their classroom doors, turn off lights, remain quiet, and hide within the classroom until the situation is resolved. However, it has become a more widely held belief that we must provide staff and students with situation dependent options in the event they are confronted with an intruder. These options provide the best opportunity to be safe and save lives.

The Haverhill Public Schools is adopting ALICE this year, a nationally recognized program. ALICE is a situation based universal set of options to an armed intruder. ALICE stands for:

- A - Alert - get the word out in clear, concise language (who, what, where in plain language)**
- L - Lockdown - a good starting point lock doors, lights out, barricade, silent phones**
- I - Inform - internal and external communication to keep everyone informed**
- C - Counter - distract, gain control and take down if necessary**
- E - Evacuate - as soon as it is safe to do so CRP**

To be clear, we are providing staff and students with options, which if faced with a life or death situation anywhere, can be applied to greatly enhance their survival. Statistically, the majority of these acts of violence do not occur in schools. Therefore, the ALICE program is for businesses, schools, malls or wherever it might be needed. Again, they are universal strategies.

The implementation of ALICE is provided cooperatively with the Haverhill Police Department and the SROs for all Haverhill Public School staff and students in different phases. Each school building in Haverhill has been assigned a certified ALICE Trainer. Each Trainer will take the age of the students into consideration and be age appropriate as we train and drill annually.

If you have questions or would like more information, please consider joining us for Parent Informational Nights to learn about ALICE. More information about ALICE is also available at: <https://www.alicetraining.com/>

Early Defibrillation Program

The Haverhill Public Schools, in concert with the City of Haverhill Board of Health has implemented an Early Defibrillation Program. Implementation of the program includes providing Automatic External Defibrillators (AED) along with appropriate staff training on use of the device and certification in cardiopulmonary resuscitation (CPR). AED devices are strategically placed to assist responders in CPR and AED therapy in the event of a medical emergency. For more information about the program please contact the Principal or School Nurse.

Title I Schools

Title I is the largest federally funded supplemental education program. Title I services do not replace instruction in the classroom; instead Title I services provide students with additional instruction.

Title I teachers and staff work in the following schools: Golden Hill, Pentucket Lake, Silver Hill,

Tilton Upper and Lower, Nettle, Consentino, Whittier, Green Leaf Academy and Haverhill High School. All children in these schools are eligible for services with the goal of upgrading the entire educational program. To be eligible for Title I services, schools must have a poverty threshold of 40%.

Additional supports and services provided with Title one funds include intervention teachers and tutors, instructional supplies, computer software, professional development and coaching for teachers and school leaders, as well as funding for parent engagement activities that support student learning.

School-Parent Compact for Title I Schools

A goal of the Haverhill Public Schools is to develop strong partnerships with the home. Parents and schools must work as partners to increase student achievement and develop positive attitudes about self and school. The key factor to the home-school partnership is the relationship between the teacher and parent. Teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of children. Organizational help from the School Committee, district administration, and principals enables teachers to effectively develop the partnership.

The intent is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as to generate new ways of strengthening the partnership. The partnership between home and school is supported by:

- The development of an infrastructure to continually assess, plan, and implement strategies that build the partnership
- Self-study of parental involvement practices by teams of parents, teachers, and administrators using basic principles to create the best learning experience for each child
- Resources will be provided to principals, teachers and parents

Title I schools must jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by parents, that describes the means for carrying out school level policy, sharing responsibility for high student performance, building the capacity of involvement, and increasing accessibility for participation of parents with limited English proficiency or with disabilities. The involvement of families goes far beyond volunteering at school, serving on PTO or site- council membership.

A component of the school-level policy requires that all Title I schools develop jointly with parents a School-Parent Compact. A compact is a written agreement of shared responsibility that:

- Defines the goals and expectations of schools and parents as partners in an effort to improve student achievement.
- Outlines how parents, staff, and students will work together to achieve high academic standards.
- Translates the policies and goals of parents and schools into action steps.
- Serves as a catalyst for collaboration and improved communications.

The main reason for a compact and school-family partnership is to help students succeed in

meeting challenging academic standards. School-Parent Compacts are required to include:

- Description of the school's responsibility to provide high quality curriculum and instruction.
- Description of the ways in which parents are responsible for supporting their children's learning through such things as monitoring attendance, homework completion, participating in the decision-making process.
- Address the importance of establishing ongoing good communication between teachers and parents.

Many of the components in a compact already exist in your school. The compact can only be as effective as the ideas it represents and the commitment and support participants give to those ideas. In order to improve the academic success of our students and to ensure that benefits accrue to the entire school community, we encourage all parents, as stakeholders, to join in and carry out the expectations of the school-parent compact. To learn more about how you can participate and make meaningful contributions, please contact the principal.

Notification to Parents of Teacher Qualifications Compliance with P.L. 107 - 110, § 1111 (h) (6) (A) Title I Schools

The federal *Every Student Succeeds Act of 2015* requires school districts that receive federal Title I funding to notify parents of their right to request the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, the Haverhill Public Schools will provide parents with this information in a timely manner if requested. Specifically, parents have the right to request the following information about their child's teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to their child and, if so, their qualifications.

The Haverhill Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the Chief of Teaching & Learning at 978-374-3400.

Policies & Procedures

Student Conduct

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the

individual circumstances.

Students violating any of the rules of student conduct and control will be subject to disciplinary action. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur, and/or by teacher conferences with the student and/or parents or guardians.

Students are prohibited from knowingly making false statements or knowingly submitting false information during a grievance process, including but not limited to harassment/bullying reports and investigation.

Disciplinary Actions: Consequences for Misbehavior

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Other violations of the code of conduct will subject a student to disciplinary action up to and including suspension under the provisions of M.G.L. chapter 71, §37H ¾.

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long term suspension/expulsion until other remedies and consequences have been employed.

The following actions will result in disciplinary action:

- 1-1 Tardiness to homeroom/school
- 1-2 Tardiness to class
- 2-1 Truancy from class or part of a class (cutting class)
- 2-2 Truancy from school for whole or part of a school day
- 3-1 Hall pass violation or loitering, or misconduct in hallways
- 3-2 Disruption in class or out of class
- 3-3 Lunch period misconduct
- 3-4 Refusal to follow direct instructions during disruptive situations
- 3-5 Misconduct while serving detention or In-School-Suspension (ISS)
- 3-6 Student in unauthorized/restricted area; i.e. parking lots, fields or wooded areas surrounding school, roof, etc.

- 3-7 Misconduct on field trips
- 3-8 Possession of and/or throwing snowballs at school, on school grounds, at school bus stops or on school bus
- 3-9 Misconduct during participation in school-sponsored students activities (on or off school grounds, during or after school hours)
- 3-10 Misconduct during transition of classes or after school
- 3-11 Misconduct on school buses or at school bus stops
- 3-12 Improper or disruptive conduct such as verbal harassment, inappropriate language, pushing, shoving, tripping, kicking, wrestling in hallways, classrooms or other areas
- 3-13 Chronic misconduct that constitutes a threat to public order or presents a threat to the safety of students or staff members
- 3-14 Insubordination/disrespect to school personnel-refusal to follow direct instruction from staff
- 3-15 Violation of Internet Policy
- 4-1 Forged/counterfeit school related documents such as absence or dismissal notes, report cards, progress reports
- 4-2 Forged signature on any school-related document such as hall pass, comment/appraisal form, etc.
- 4-3 Giving a false name or refusal to give name to school personnel
- 4-4 Giving false information to school personnel
- 4-5 Cheating and Plagiarism
- 5-1 Arson
- 5-2 Vandalism
- 5-3 Vandalism of computers to computer programs
- 5-4 Theft
- 5-4 Littering or failure to clean cafeteria table
- 5-6 Misuse of motor vehicle
- 5-7 Graffiti
- 6-1 Smoking, vaping or possession of tobacco products in the school building, on school grounds or at school-sponsored event
- 6-2 Being in possession of a controlled substance as defined in Massachusetts General Laws, Chapter 94C. Such substances include, but are not limited to, cocaine, marijuana, heroin, barbiturates, amphetamines, and Ritalin
- 6-3 Being under the influence of a controlled substance as defined in Massachusetts General Laws, chapter 94C, or possessing paraphernalia related to the use of such controlled substances
- 6-4 Possession, use, or being under the influence of alcohol

- 6-5 Using legal drugs in an illegal or hazardous manner, or possessing selling, or giving away such drugs
- 6-6 Selling, buying, receiving or giving away a controlled substance when no physical evidence can be directly associated with the student or students involved
- 7-1 Possession or use of lighters, matches or other flammable devices
- 7-2 False fire alarm or tampering with fire equipment
- 7-3 Intentionally switching off lights or power sources for tools or equipment in shops, corridors or in any other part of the school facility
- 7-4 Possession of firecrackers, sparklers, or other such devices
- 7-5 Detonating firecrackers, stink bombs or other such devices
- 7-6 Possession and/or use of disruptive devices: pagers, cell phones, CD players, signal devices, laser pointers, squirt guns, water balloons, etc.
- 7-7 Gambling, and/or possession of gambling apparatus
- 8-1 Possession of a firearm
- 8-2 Possession of a weapon (other than a firearm)
- 9-1 Fighting
- 9-2 Assault and Battery
- 9-3 Assault and Battery against a school employee or volunteer staff member
- 9-4 Malicious physical abuse or assault
- 9-5 Physical abuse of others, fighting or disorderly conduct when expressly related to religion, race, ethnicity, sexual orientation, national origin, gender identity, gender or disability
- 9-6 Violation of Anti-Hazing policy
- 9-7 Use of derogatory language referring to religion, race, ethnicity, sexual orientation, national origin, gender identity, gender or disability
or gender
- 9-8 Hate Crime/violation of non-discrimination policy
- 9-9 Violation of Sexual Harassment policy
- 9-10 Violation of harassment policy/violation of anti-bullying policy, non-discrimination policy
- 9-11 Bomb threats, threatening notes, or threats to another person
- 10-1 Failure to serve a detention or to arrange for an approved deferral
- 10-2 Failure to wear a seatbelt

Mask Policy: In accordance with any mask mandate/rule authorized by state or local authorities, the Haverhill School Committee or other school officials, students who refuse to wear a mask at

school will be subject to progressive disciplinary action, up to and including removal from class and out-of-school suspension from school.

Suspensions

A suspension is a short term or long-term removal from regular classroom activities.

Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less

Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period.

The Principal or his/her designee has the sole responsibility for determining who is suspended.

In School Suspension

At the discretion of the Principal, an in-school suspension may also be imposed for violation of the student code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a

meeting with the principal, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan. Services available under the school wide education plan may include tutoring and on-line classwork.

Student Due Process Rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. **DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).**

Short Term Disciplinary Sanctions (§37H and §37H ½): Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions (§37H and §37H ½): Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion

to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS
(M.G.L. c. 71, §37H ¾)

Notice and principal's meeting (§37H ¾):

For any suspension under this section, the principal or a designee shall provide prior notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension (§37H ¾)

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the

reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

If a student receives a short-term suspension, the student shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her suspension.

b. Long Term Suspension (§37H ¾)

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, which the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

If a student receives a long-term suspension, the student shall have an

opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal (§37H ¾):

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing (§37H ¾):

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of a long-term suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. There is no right to appeal a short-term suspension to the Superintendent. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause. The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and

superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long- terms suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline of Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the direct of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary

exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.

3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Students on 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a federal statute that prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance because of his/her disability. 29 U.S.C. § 794 and its implementing regulations, 34 C.F.R. 104 et seq.

Alcohol, Tobacco, and Drug Use by Students Prohibited

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that

activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco GBEC, Drug Free Workplace Policy

Student Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Students are not permitted to dress in any manner that is distracting to teaching or learning, to other students or disrupting to the educational process or environment of the school. Clothing that is considered to be distracting includes but may not be limited to the following:

- Extremely short skirts or shorts rising more than 7" above the knee.
- Shirts or blouses baring midriffs.
- See-through clothing.
- Halters or tank tops with less than 1" straps, tube-tops, or blouses with excessively low-cut tops.
- Low rider pants and pants that do not cover underwear.
- Clothing or jewelry that advertises or promotes products or activities that are illegal.
- Clothing containing inappropriate or suggestive language or pictures.
- Clothing that identifies students as members of a gang or an imitation of gang paraphernalia will not be permitted. This includes but is not limited to bandanas, pins, insignias, colors, jewelry, emblems, wave caps, etc.
- Studded accessories such as belt buckles, bracelets, chains, etc. are not permitted.
- Any other dress that distracts, disrupts, intimidates or provokes can be deemed inappropriate by the Principal or Assistant Principal.

The Principal and Assistant Principal have the final decision in making the determination that there has been a violation of the dress code policy. In the event that the Principal is unavailable, the Assistant Principal has the full authority to make the final determination on whether a

student's clothing is in violation of the dress code policy.

Field Trip

- A. During the school day: Field trips that take place on a school day and can last longer than one day.
- B. Extra-curricular: Field trips that take place during school vacations or the summer.

Purpose and Planning. Field trips should be directly related to the curriculum and appropriate to grade level. As such, they can serve as a valuable means to learn through experience and to increase motivation for learning.

Every effort should be made to obtain signed permission slips by a parent/guardian at least ten days in advance and all health and/or safety considerations must be made known by sponsors to chaperones. All field trip forms and notices about the trip should be sent home in the student's home language, included with the permission slips. Said notices shall include rules of behavior, information about the place to be visited, and the purpose as well as anticipated outcomes of the visit. An Administrator or specific designee must attend all field trips outside the city of Haverhill.

In planning the trip, time in travel should be kept to a minimum, particularly if similar activities can be found locally. If return time is late in the day or evening, a special notice shall be given to parents on the permission slip.

Field trips that occur during vacation and the summer, are considered to be extra-curricular in nature.

Paying for Field Trips. No student should be denied the opportunity to attend field trips due to the inability to pay.

Medical and other considerations for School Day Trips: If a student requires medications during the planned time frame for a school day field trip, staff may be requested to administer medications in accordance with Department of Public Health Policy (administer oral medications, assist with the use of metered dose inhalers, or emergency administration of Epinephrine). Should there be a need that requires medical assistance outside of the Department of Public Health Policy and required by law, the school shall secure medical assistance appropriate to address the medical need. Should a parent choose to attend the event, the parent may choose to be responsible for their child's medical needs during this time. Early identification of need and early communication with the nursing supervisor is imperative to support this process.

Student Eligibility: Teachers planning their field trip must be open to all students in a grade or course of study, making this learning experience a part of the Haverhill Public Schools curriculum. All students must be able to access the HPS curriculum both in school and on field trips. Exclusion based on disability or language needs is prohibited.

Student discipline as outlined in the school handbook or regulations will apply to students on official school field trips, regardless of the location of the trip.

Provision must be made for in-school instruction to said students as well as to students who choose not to attend or who failed to return permission slips. The principal (or designee) shall be responsible for making appropriate arrangements.

Supervision and Chaperones. There shall be at least one chaperone for every ten (10)

students to go on a field trip. Chaperones are to be at least twenty-one years of age. The chaperone's full attention must be given to the students participating in the trip. There must be at least one professional staff member present for each classroom of students. *All chaperones must have an approved CORI on file with Haverhill Public Schools.* Fingerprints are also required for any chaperone who may have direct & unmonitored contact with students.

Approval of Field Trips. Field trips shall be approved on the form provided by the Superintendent. A field trip will be required to have approval of the School Committee if it involves an overnight stay, is beyond a 120-mile radius of Haverhill or requires unconventional travel such as by air or on water.

Internet Use Policy: Student Access to Networked Information Resources

HPS Technology Acceptable Use Policy

- All use of a school's HPS Account or email system must be in support of education or research, consistent with the purposes of Haverhill Public Schools.
- Users shall not intentionally seek information on, obtain copies of, modify files, other data, or passwords belonging to other users or misrepresent other users on the HPS network.
- Users shall not share their HPS Account login and password information to peers or colleagues.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the HPS network/Internet/online systems.
- Malicious use of the HPS Account to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or computing system is prohibited.
- Use of the HPS network/Internet to access or produce pornographic material, inappropriate text files, or files dangerous to the integrity of the HPS network is prohibited.
- HPS network/Internet accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible from HPS Accounts should be assumed to be confidential to Haverhill Public Schools and follow all Local, State, and Federal privacy and security guidelines.
- Any use of the HPS Account for commercial or for-profit purposes is prohibited.
- Any use of the HPS Account for personal and private business is prohibited, except for use by exclusive union representatives as provided by M.G.L. c. 150E, s. 5A(e).
- The installation of illegally obtained copyrighted software for use on Haverhill Public School devices is prohibited.
- Making copies of copyrighted software is prohibited.
- All HPS email (or any other computer communication system supplied by HPS) should be used only for appropriate, legitimate, and responsible communication.
- All files/data stored within an HPS Account will be considered property of HPS and may be subject to retention under Local, State, and Federal guidelines. This policy will be reviewed regularly and is subject to change.

Approved Haverhill School Committee 07.23.20

HPS Student Device Policy

It is the responsibility of the assigned user to maintain their device with the best care possible and to communicate any issues with their classroom teacher. If the device does not work for academic purposes, it can be swapped with a daily spare (returned at the end of the school day) from the students' school until

a replacement device is ready for take-home use. If physical, purposeful damage occurs on an HPS issued device, appropriate discipline can be issued by the school. Multiple occurrences of damage may result in the loss of privilege of the take-home device.

Using Your Device at School

Students are expected to bring a FULLY CHARGED Device to school every day. All Devices should be transported everywhere in the provided sleeve/case. Students should leave their charging cables at home, as there is enough battery life in the devices to last a full school day if charged each evening.

Ownership of the Device

Haverhill Public Schools retain sole right of possession of the device. Haverhill Public Schools lends the device to the students for educational purposes only. Additionally, Haverhill Public Schools administrative staff and faculty retain the right to collect and/or inspect devices at any time, including via electronic remote access and to alter, add, or delete installed software or hardware.

Content Filter

Haverhill Public Schools utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All devices will have all Internet activity protected and monitored while being used. If an educationally-valuable site is blocked, students should contact their teachers to request the site be unblocked.

No Expectation of Privacy

Students shall have no expectation of confidentiality or privacy with respect to any usage of a device, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. The district may, without prior notice or consent, log; supervise; access; or view online history. The district may also, without prior notice or consent, monitor device usage or student online activity through software specifically designed for this usage. The district may, without prior notice or consent, also record said monitored activity at any time for any reason related to the operation of the school. This recording would not employ either the camera or microphone in the device. By using a device, students agree to such access, monitoring, and recording of their activity.

Damage and Repair Process

If a device is broken, students should work with a classroom teacher to report the issue to HPS Technology. A loaner device can be borrowed from the school on a daily basis until the assigned device is either repaired or replaced.

Parent/Guardian Responsibilities

Parents and Guardians should assist their students with adhering to the policies in this document, including providing additional monitoring for Internet content and supporting the student learning with navigating websites, online class materials, and other related information from the schools.

It is also the responsibility of the Parent/Guardian to pay for the cost of replacement parts of the HPS-issued device due to physical/liquid damage or loss, as invoiced by HPS Technology.

Damage Waiver Fee (Optional)

To help protect the device and its related peripherals, students will have the opportunity to pay a Damage Waiver Fee to protect their assigned device with Haverhill Public Schools for \$20 a year, which will cover a single incident of damage or repair for the school year (not covering lost equipment). If a student declines this optional fee, they may be held responsible for the individual costs of the item(s) damaged. Likewise, if there are multiple incidents over the course of a single year, additional costs and/or disciplinary action may be assessed, per the discretion of the school or District Administration. Fees will be collected (by cash or

check) and tracked by the main office at the student's school. Please make checks payable to: **Haverhill Public Schools**.

Lost/Stolen Devices

Devices that are lost or stolen should be reported to the local authorities, as well as school administration as soon as possible. Devices that have been reported as lost or stolen will be locked down by HPS Technology and unable to be utilized.

Transferring/Graduating/Withdrawing from HPS

Students that transfer out, graduate, or withdraw from Haverhill Public Schools must turn in their device, chargers, and cases to school office personnel on or before their last day of attendance.

Guidelines for Proper Care

- I will keep food and drink away from the device.
- I will be the **ONLY** user of my school-issued device.
- I will give the same care to my assigned device at all times that I would give to my most valued possession.
- I will not attempt to make repairs to my assigned device if it is damaged or malfunctioning.
- I will not deface the device: No stickers (except district issued) will be allowed, nor writing, drawing, or labels of any kind.
- I will use care in transporting my assigned device to and from school in the provided sleeve.
- I will keep the screen clean with a soft, dry, anti-static cloth, or with a screen cleaner designed specifically for the screen only.
- I will take care of my device and will not intentionally damage it in any way.

Policies

- I agree to abide by the HPS Technology Acceptable Use Policy, the Student Technology Device Expectations, and all local, state, and federal laws.
- I agree that my use of HPS technology is for educational purposes only.
- I agree that use of Haverhill Public Schools' technology is a privilege. I am responsible for the proper care of my HPS-issued Device. I understand that a device will be issued to me as long as I am a student at HPS.
- I agree to promptly report any damage to the device to my teacher or the school.

Parent/Guardian Name (Please Print)

Student Name (Please Print)

Parent/Guardian Signature

Student Signature

Date

Date

Summary

Access to telecommunications will enable students and staff to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The School Committee believes that the benefits to students and staff from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, The Haverhill Public School System supports and respects each family's right to decide whether or not to grant permission for supervised access. The School Committee authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Student Responsibilities

Students are not to reveal their own or other's personal home address or home phone numbers. You must notify your parent(s)/guardian(s), teacher, and school administrator immediately if any individual is trying to contact you for illicit or suspicious activities. Learn proper codes of conduct in electronic communication. In news groups, giving out personal information is inappropriate. When using e-mail extreme caution must always be taken in revealing any information of a personal nature. Giving out personal information about another person, including home address or phone number, is strictly prohibited.

Student Conduct on School Buses

The School Committee and its staff share with students and parents, the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Weapons

All weapons including, but not limited to, knives and guns are banned from school, school grounds, and school-sponsored events. Sharp objects of any kind are totally banned without exception. Items that can be used as weapons, including but not limited to, chains, wallet chains, spiked jewelry or leathers or similar items, are not permitted in school.

Attendance

Several of the most important life skills that a school district can help develop in students are those of dependability (good attendance to school and classes); punctuality (being on time and meeting schedules); and responsibility (knowing school rules and observing them).

The goal of the student attendance policy is to ensure the safety of our students and promote consistent and daily school attendance. The expectation is that all students will have, at a minimum, attended at least ninety-five percent (95%) of the school year or fewer than 9 days absent in school. A student who is truant, frequently absent or frequently tardy to school without adequate reason is in violation of this policy.

National research indicates elementary students who miss over 10% (18 days) of the school year have lower academic performance and are at high risk of being dropouts later in life. Based on that knowledge, Haverhill Public Schools is strengthening its enforcement of Massachusetts General Law Chapter 69 Section 10, Chapter 76 Sections 1-4 and Chapter 119 Section 21, and Haverhill School Committee Policy JHA, regarding school attendance. These regulations and policies require students to attend school on a daily basis, for parents to send their children to school daily and to contact the school on any day their child is absent.

Absence, Tardiness, Dismissal

Only absence, tardiness or dismissals for the following reasons will be considered excused:

Reason	Required Documentation
Student Illness	Medical Note
Death in Family	Parent Note
Religious Holiday	Parent Note
Court Appearance	Note from Court
Family Emergency	Approval by School Administrator

Absences notes must be submitted to your child's school within two days of returning to be considered excused. Whenever possible, doctors and other personal appointments should be scheduled after school.

If a student is absent five (5) or more unexcused absences, or is showing a pattern of excessive absenteeism a doctor's note may be required. The school will make a reasonable effort to notify the parent or guardian for the purpose of developing an action plan for student attendance.

It will be the responsibility of the student to gather and make up all work when they return to school. Time allowed to make up work will be equal to days absent for full credit. Students absent from school will not be allowed to participate in extra-curricular activities on that day, except with the permission of the administration for exceptional circumstances.

Truancy, or absence from school without permission, may result in after school detentions or suspension from school. Students with chronic absenteeism will be referred to the Truancy Panel, may receive in school restrictions, possibly fail to be promoted, and where mandated by law be referred to the Juvenile Court or the Department of Children and Family.

The District employs a Supervisor of Attendance to encourage regular compliance with school policy, state statute and to conduct home visits and offer assistance to students and parents in matters regarding school attendance. Concerned individuals may contact the Supervisor of Attendance at (978)-374-5700 ext. 1118.

Tardiness

Students arriving to school after the designated report time for homeroom are considered tardy and should report to the office to get an admittance slip. **Students who miss more than half the day and/or arrive to school after mid-day will be marked absent/tardy by state law.** If a student accumulates five unexcused incidents of tardiness, the student may receive a detention for every subsequent unexcused tardy. Chronic tardiness may result in the student being placed on restriction and parents will be contacted.

Dismissal

Students who need to be dismissed during the day must bring a parental note to the Main Office before school. The note should include who will be dismissing the student, the reason and time of the dismissal and the signature of a parent or guardian. Prior to the dismissal, the parent / guardian/designee will be required to sign the student out of school at the main office. Students will not be dismissed to a minor. **Students who miss more than half the day and/or are dismissed to school prior to mid-day will be marked absent/dismissed by state law.** Students may not arrange for their own dismissal.

Automated Call System

Parents will be informed of student absences by an automated call system. It is essential that parents and students provide up-to-date telephone numbers. Calls are made daily informing parents of absences. Parents/Guardians who receive an automated call and are unaware of an absence should contact their child's school immediately.

School Arrival and Departure

Students should not be in the building more than five minutes before homeroom begins, unless a teacher or a staff member has granted permission. After arriving on school grounds, students are not to leave unless a staff member has given permission. Students are required to leave school grounds promptly following dismissal. No student shall be in the building or on school property for more than fifteen minutes after the close of school without permission.

Civil Rights Policies

Nondiscrimination

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, ethnicity, homelessness or disability in admission to, access to, employment in, or treatment in its programs and activities.

Discrimination/Harassment Complaint Procedures

I. WHERE TO FILE A COMPLAINT

Any Haverhill Public School student, employee, or third party who believes that a Haverhill Public School student, employee, or third party has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, or activities may file a complaint with

Name: Dianne Connolly

Title: Director of Title 1 & Community Outreach

Haverhill Public Schools

(978) 420-1951

Email: dconnolly@haverhill-ps.org

Or

Name: Sandra McArthur

Title: Coordinator of Human Resources

Haverhill Public Schools

4 Summer Street, Room 104
(978) 374-3411
Email: smcarthur@haverhill-ps.org

504 Coordinator (for complaints regarding disability based discrimination)

James Carlson
Supervisor of Guidance
Haverhill Public Schools
(978) 374-5700
james.carlson@haverhill-ps.org

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. Complaints filed after this 20 day period will be accepted, however, the investigation may be impacted due to the passage of time. Complaints may be submitted orally or in writing. The complainant may select another person to help with the filing of the complaint. Any responsible employee who receives an oral complaint will memorialize the allegations in writing and forward the written allegations to the Office of the Superintendent or the Superintendent's designee by the following school day. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (and address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name(s) of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time(s), and location(s) of the alleged discrimination or harassment;
6. The names of all persons who have knowledge about the alleged discrimination or harassment (witnesses) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible.

Due process procedures apply to issues of identification, evaluation, and placement under Section 504. Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who because of a disability is believed to need regular or special instruction and related aids or services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Elementary and Secondary Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Haverhill Public Schools.

The Discrimination/Harassment Complaint Procedure applies to issues of disability discrimination and harassment, as well as other forms of discrimination/harassment including race, color, national origin, sex, disability, or age. Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action

contemplated, and in no case later than fifteen (15) school days following receipt of the complaint. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The complainant(s) and respondent(s) shall have an equal opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative and the respondent and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of meeting with the complainant and/or his/her representative and the respondent and/or his/her representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s) and/or his/her representative, including a statement regarding whether the complaint was found to be credible and whether discrimination was found to have occurred. Where the grievance officer finds that discrimination has occurred, Haverhill Public Schools will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. The grievance officer will contact the complainant within 10 school days following conclusion of the investigation to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed. If the grievance officer determines that additional supportive measures are needed, he or she shall offer such measures to the complainant within fifteen school days following conclusion of the investigation.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Haverhill Public Schools relating to the investigation of complaints and the due process rights of individuals affected.

IV. RETALIATION PROHIBITED

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Haverhill Public Schools will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1973, and Chapter 622 of the Acts of 1971 the school system has designated school officials as coordinators to publicize anti-discrimination requirements and handle all complaints.

The coordinator/grievance officer is:

Haverhill Public Schools

Assistant Superintendent of Schools, Michael Pfifferling
4 Summer Street, Room 104
Haverhill, Massachusetts 01830
(978) 374-5740

TITLE IX NOTICE AND PROCEDURES

Title IX of the Education Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. 20 USC §1681.

Sexual harassment, including sexual violence, is unlawful sex discrimination. As required by Title IX and in compliance with Title IX, the Haverhill Public Schools (HPS) does not discriminate on the basis of sex in its education programs or activities including in its admission or employment practices. Inquiries regarding the application of Title IX to the HPS's education program and activities are directed to the Title IX Coordinator.

The following conduct constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

How to Report Sex Discrimination, including Sexual Harassment

Any person may report sex discrimination, including [sexual harassment](#) in person, by mail, by telephone, or by electronic mail, to the [Title IX](#) Coordinator, or by any other means that results in the [Title IX](#) Coordinator receiving the person's verbal or written report. Reports may be made at any time by using the telephone number or electronic mail address, or by mail to the office address, listed for the [Title IX](#) Coordinators.

Dianne Connolly
Title IX Coordinator
Director of Title. & Community Outreach
Haverhill Public Schools
4 Fountain Street
Haverhill, MA 01830
(978) 420-1951
dconnolly@haverhill-ps.org

How to File a [Formal Complaint](#) of [Sexual Harassment](#)

A complainant may file a formal complaint with the Title IX Coordinator by mail, email, telephone or in person. The Title IX Coordinator may also initiate a formal complaint.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Haverhill Public Schools investigate the allegation.

How HPS will respond:

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are offered whether or not the complainant files a formal complaint and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The [Title IX](#) Coordinator will consider the [complainant's](#) wishes with respect to [supportive measures](#), inform the [complainant](#) of the availability of [supportive measures](#) with or without the filing of a [formal complaint](#), and explain to the [complainant](#) the process for filing a [formal complaint](#). The Title IX Coordinator must treat [complainants](#) and respondents equitably and offer supportive measures to the complainant and respondent.

The HPS may remove a respondent from school or an activity on an emergency basis, provided that the an individualized safety and risk analysis determines that there is an immediate threat to the physical health or safety of any [student](#) or other individual. Respondents removed on an emergency basis will receive [notice](#) and an opportunity to challenge the decision immediately following the removal. This provision may not modify any rights for students with disabilities.

Grievance Process

In response to a [formal complaint](#), HPS will adhere to the following grievance process.

Written Notice:

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties who are known. The written notice shall include:

- Notice of the grievance process, including notice of informal resolution process;
- Notice of the allegations that includes sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice and may inspect and review evidence; and
- Notice that the HPS code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If any new allegations arise during the grievance process, the Title IX Coordinator will provide written notice of the additional allegations to the parties whose identities are known.

Investigation:

The HPS will investigate the allegations in the formal complaint. HPS will use trained personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.

The HPS may dismiss the formal complaint if:

- The conduct alleged would not constitute sexual harassment even if proved, did not occur in a HPS education program or activity, or did not occur in the United States.
- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint of any of the allegations in the formal complaint, or if the respondent is no longer enrolled or employed by the HPS; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint.

Upon a dismissal, the Title IX Coordinator will promptly send written notice for the dismissal and reason(s) therefor simultaneously to the parties.

When investigating a formal complaint and throughout the grievance process, the HPS will:

- Apply a presumption of innocence, and ensure that the burden of proof and the burden of gathering evidence rests on the HPS and not on the parties;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;

- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
- Prior to the completion of an investigative report, send to each party and the party's advisor, the evidence subject to inspection and review and provide the parties at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- Create an investigative report that fairly summarizes relevant evidence for their review and written response.

The investigator shall strive to complete investigations within thirty (30) school days of the filing of the formal complaint. Although the District's goal is to complete investigations generally within thirty (30) school days, the time may be extended for good cause upon written notice to the complainant and respondent. Additionally, the timeline for investigation may be suspended during any informal resolution procedure or meeting.

Determination regarding responsibility:

- The decision-maker, who shall not be the investigator or the Title IX Coordinator, will provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Complainants may not be asked inappropriate questions about prior sexual history. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.
- The decision-maker must issue a written determination regarding responsibility. To reach this determination, the decision maker shall apply a preponderance of the evidence standard. Preponderance of the evidence means that it is more likely than not that the alleged conduct occurred.
- The decision maker shall review all of the evidence and issue a written determination within fifteen (15) school days of receipt of the matter from the investigator, absent extenuating circumstances.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals:

Either party may appeal the determination regarding responsibility (or from a dismissal) on the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondents generally or the individually that affected the outcome of the matter.

Appeals must be submitted to the Title IX Coordinator within five (5) school days of receipt of the written determination and contain a written statement in support or challenge of the outcome. In the event of an appeal, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

Informal resolution:

An informal resolution process is available when a formal complaint is filed. Informal resolution process is available without a full investigation and nothing in the informal process shall preclude the parties from resuming a formal complaint process. Participation is voluntary and written consent is required. An informal resolution process is not permitted to resolve allegations that an employee sexually harassed a student.

Record Keeping

The HPS will maintain records regarding sexual harassment reports and complaints for a period of seven years.

Retaliation Prohibited

Retaliation is prohibited against any individual, including complainants, respondents, and witnesses for reporting sexual harassment, participating (or refusing to participate) in any investigation/grievance process. Individuals may report retaliation to the Title IX Coordinator who will investigate and take measures to protect individuals from retaliation.

Complaints of Discrimination and/or Harassment on the basis of sex may also be reported to:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150
Electronic Mail: OCR.Boston@ed.gov

Bullying Prevention

The School Committee 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 cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members 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:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupt the education process or the orderly operation of a school.

“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.

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 is 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 school district;

Bullying and cyber-bullying 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 school district 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 Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and 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 they bullying target, 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 designee will investigate promptly all report of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations and the ages of the students involved.

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and /or to protect the alleged target from possible further incidents. 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 perpetrator, 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 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 bullying incident that is reported per this policy and the Principal and/or designee shall maintain a file. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

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.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, 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 school district website.

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
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's
Model Bullying Prevention and Intervention Plan

Complaints of Discrimination Based Upon Disability

A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1073, Chapter 766, and/or the individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Elementary & Secondary Education's Parents' Rights Brochure rather than this grievance procedure.

A copy of the brochure is available from the following individual:

Haverhill Public Schools
Deborah Ibanez
Executive Director of Student
Support Services
4 Summer Street– Room 104

Haverhill, MA 01830
(978) 374-3435

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use the grievance procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this grievance procedure.

Physical Restraint Policy

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. The law protects students from unreasonable use of physical restraint. Such 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.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, 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 to the student or others.

Physical restraint is prohibited when 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;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Student Complaints and Grievances

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students--and their parents and/or guardians, who believe that a student has received unfair treatment, may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. School officials in conducting hearings will follow any applicable provisions of the Massachusetts General Laws or federal law.

SOURCE: MASC October 2016

CROSS REF: JIC Student Discipline

Child Abuse

All staff are aware of the signs of child abuse and neglect, and the principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in

M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §371.

Homeless Students: Enrollment Rights and Services

The McKinney-Vento Homeless Assistance Act requires school districts, through their homeless student liaisons, to provide public notice of the education rights of the homeless students enrolled in their districts. As required by law, Haverhill Public Schools will work with homeless children and youth and unaccompanied youth (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including 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 and school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

The Superintendent shall designate an appropriate staff person to be the district’s liaison for homeless students and their families. The Homeless Liaison is Zoraida Lopez, Zoraida.Lopez@haverhill-ps.org.

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 may request enrollment in the school in the attendance area in which the student is actually living, or other schools. 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. 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. Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. 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. 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.

SOURCE: MASC

LEGAL REF.: The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

Educational Stability for Students in Foster Care

Federal law, *Every Student Succeeds Act* (ESSA), ensures the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other children and youth. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the District is committed to supporting efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Students in Foster Care are defined as students placed by the Department of Children and Families (DCF) into 24-hour out-of-home care, away from his/her parents or guardians. These placements include, among others:

- foster family homes;
- foster homes of relatives;
- emergency shelters (including STARR programs and Transitional Care units);
- residential facilities;
- child care institutions;
- group homes; and
- pre-adoptive homes.

Foster care students may continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). ESSA also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced.

The Superintendent shall designate an appropriate staff person to be the District's Point of Contact to help ensure the educational stability of students in foster care.

The POC is responsible for the following:

- Participating in the process for making best interest determinations in collaboration with DCF representatives, and documenting those determinations;
- Ensuring school enrollment and attendance of students in foster care and timely transfer of records, as needed;
- Developing and implementing procedures for providing and coordinating cost-effective transportation, as needed; and
- Facilitating professional development for district staff as needed to promote educational stability for students in foster care.

Additionally, the POC will help ensure that students in foster care:

- Are identified and supported through coordination between districts and DCF;
- Are enrolled in and regularly attending school; and
- Have full and equal opportunity to succeed in school and to meet the same challenging state academic standards as other students, and to receive educational services for which they are eligible.

Decisions about whether a student in foster care should continue to attend the school of origin are made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed, and these parties should have the opportunity to participate meaningfully in the decision-making process. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination. When DCF and the involved district(s) cannot agree about whether it is in the student's best interest to remain in the school of origin or to enroll and attend locally, and DCF makes a final decision that the district cannot accept, the district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by ESE and DCF. Decisions made through this process are not subject to review. Under ESSA, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

LEGAL REF.: Every Student Succeeds Act (ESSA).

Student Recordkeeping

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10; 71:34A, B, D,

Notification of Directory Information

The Haverhill Public Schools generally releases “directory information” relative to its students. The following information is considered directory information, which may be released to third parties without the prior consent of the eligible student or his/her parent: “a student name, address, telephone listing, date and birth place, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” In addition, school districts are required to provide military recruiters with the same access to secondary school students as provided to post-secondary institutions or to prospective employers. This provision includes students’ names, addresses, and telephone listings.

If it is your desire to request that such directory information not be released without your prior consent, please contact the building principal.

603 CMR 23.10: Notification

The Haverhill Public Schools generally releases “directory information” relative to its students, as that term is defined under 603 CMR 23.07(4)(a). The following information is considered directory information which may be released to third parties without the prior consent of the eligible student or his/her parent: “a student name, address, telephone listing, date and birth place, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.”

In addition, school districts are required to provide military recruiters with the same access to secondary school students as provided to post-secondary institutions or to prospective employers. This provision includes students’ names, addresses, and telephone listings.

However, before the school releases this information it must give public notice that it releases these types of information and it must inform parents and eligible students that they have the right to request that this information not be released without prior consent. Please consider this statement as such notice. If it is your desire to request that such directory information not be released without your prior consent, please contact the building principal.

Protection of Student Rights Amendment (PPRA)

The Protection of Student Rights Amendment (PPRA), 20 U.S.C., § 1232h, requires the Haverhill Public Schools to notify you and obtain consent or allow you to opt out your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information survey”):

- Political affiliations or beliefs of the student or student’s parents;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;

- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Haverhill Public Schools will provide parents, within a reasonable period of time prior to the administration of the survey and activities, notification of the surveys and activities and provide an opportunity to opt their child out, as well as an opportunity to review the surveys. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to the student.

Parents who believe that their rights have been violated may file a complaint with:

Office for Family Compliance Policy
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5920

Student Photographs and Issues of Privacy

Individual schools may arrange, in cooperation with the school’s parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation
- Facilitate the social, educational, and administrative activities conducted in the school
- Provide a service to parents and students
- Allow any excess monies realized from the picture-taking program to be used by the sponsoring group as authorized by the building principal

The school department photographer may take photos of your child to promote the positive efforts in your child’s school.

The Family Education Rights and Privacy Act (FERPA)

FERPA gives parents certain rights with respect to their children's education records. These

rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that the school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA may be filed with:

Office for Family Compliance Policy
U.S. Department of
Education 400 Maryland
Avenue, SW, Washington,
DC 20202-5920

Access Procedures for Non-Custodial Parents

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student

record in accordance with certain provisions, provided access to the student's record is not limited or restricted as provided by 603 CMR 23.07(5)(a). The non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request the school must immediately notify the custodial parent by certified and first-class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a). Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Insurance Forms

The School Committee has adopted the policy that student accident insurance may be made available to all students whose parents wish to pay the premium. The policy normally covers injuries suffered by insured children while attending school or going to and from school (one hour before and after school). A policy for round-the-clock coverage may also be purchased at a higher premium. Since this is limited insurance, parents should read carefully and save the descriptive folders furnished to each family during the first full week of school in September when all policies are renewed. Accident claim forms are supplied by the principal's office. The insurance company will process claims.

Health Examinations

All students should have an annual health assessment by their Primary Care Provider (PCP). Certification of appropriate preventive health care is mandatory prior to Kindergarten Registration. This includes lead screening as well as a health assessment. A request from a student's school nurse for an updated health assessment may be sent to the parent for the following reasons:

- Frequent absenteeism due to unexplained illness
- Signs of illness
- Failure to make progress in school
- Sub –normal development in any of the student's growth

Students participating in competitive sports must have a current annual health assessment updated in the past 13 months.

The following are ongoing programs:

- Vision and hearing screening yearly in grades K-3, 7 and 10
- Vision only in grades 4-5
- Height and weight in grades 1,4,7,10
- Postural screening in grades 5-9

A parent may opt out of screenings by writing a letter addressed to the school nurse. It is strongly recommended that documentation of screening done elsewhere be sent to the school nurse.

Immunizations

The School Immunization Law is specific and requires a certificate from a PCP stating that children have been successfully immunized (or exempted for health reasons) according to the age appropriate immunization schedule published by the Department of Public Health. **No child will be admitted to school without proper proof of immunization.** Children must be immunized against the following: hepatitis B, tetanus, pertussis, poliomyelitis, measles, mumps, rubella and varicella, or have a disease specific diagnosis made by a PCP. Certificates from a PCP are the only acceptable evidence of immunization of disease. School children without a physician's certificate on file with their school health record will be considered not immunized. Parents may submit a letter in the case of religious exemption.

For entry into school all students must have proof of the following:

- 5 doses of DTaP/DT/Td (unless 4th dose given after 4th birthday, then only 4 doses)
- 4 doses of Polio (unless 3rd dose given after 4th birthday, then only 3 doses)
- 3 doses of Hepatitis B
- 2 doses of MMR
- 2 doses of Varicella (Chicken Pox vaccine) or PCP certified diagnosis of the disease required for all grades except grades 5, 6, and 12 which are required to have 1 dose of Varicella (Chicken Pox vaccine) or PCP certified diagnosis of the disease.
- Tdap booster required for 7th grade entry
- Proof of lead screening done after 9 months old for Kindergarten entry
- TB test may be required for immigrants from some foreign countries

Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the Supervisor of Health and School Nursing Services, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with

medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations:
105 CMR 210.00; 244 CMR 3.00

Care of Student Exhibiting Mental Health Issues

It is the goal of the Haverhill Public Schools to maintain a safe and secure environment for all students and staff in the school setting.

Occasionally a student may demonstrate a mental health crisis. This might include:

- Expression or actions of harm to self
- Expression or actions of harm to others

Any staff member who becomes aware – directly or indirectly (e.g. another student's report or through social media) – of a student in crisis should report the incident to the school nurse or principal (or designee), so the student can be evaluated appropriately. If there is eminent and serious danger 911 should be called or texted immediately.

The steps of a crisis evaluation are:

1. The appropriate staff members within the school are notified promptly of the student in crisis. School personnel will remain with the student until a parent/guardian is present to assume responsibility. Regardless of where in the school building the crisis evaluation takes place, precautions should be taken to protect student privacy, to prevent the student from fleeing the building, and to minimize the impact of the crisis on the rest of the school population.
2. An initial assessment of the situation is performed by a nurse or a counselor to triage the appropriate level of severity. Staff is encouraged to consult with one another when making these determinations, when possible. In general, one should err on the side of caution. Assessment – in coordination with the parent/guardian – by a mobile crisis unit or its equivalent is preferable to referral to the emergency room for most students in crisis. It is expected that the mobile crisis unit will respond within 1 hour of being contacted.

Under the following conditions, a student will be transported via EMS to an emergency facility:

- *The student is an immediate threat to self or others or is unable to be reasonably*

controlled for an evaluation to take place

- *If, despite having obtained parent/guardian consent, a timely evaluation by the mobile crisis unit or its equivalent is not available*
- *If, at any time, the crisis situation escalates beyond what can safely be managed within the school environment and/or the parent/guardian cannot be reached within a reasonable amount of time*

3. The parent/guardian is notified of the situation in progress as soon as possible. Depending on the student's status, the parent/guardian may:

- Come to the school promptly (within 1 hour) and take the student for an urgent evaluation at the facility of the parent/guardian's choice (this might involve the mobile crisis team meeting at the family's home or at the offices of the mobile crisis unit). Under this scenario, the parent/guardian will be asked to sign a release form, affirming agreement to have the student evaluated.
- Provide verbal consent for mobile crisis intervention to begin at the school while parents/guardians are en route
- Meet the student at the emergency room (ER).

If the parent/guardian is unwilling to come to the school or to authorize a mobile crisis evaluation, it is appropriate for school personnel to file a 51A through the Department of Children and Families (DCF).

If a student is taken to the ER and no parent/guardian is present to assume responsibility, it is appropriate for hospital or school personnel to contact DCF to come and promptly assume responsibility of the student.

4. Once the crisis situation is stabilized, relevant staff members should conduct a debriefing. Questions to consider:

- How was the crisis handled? What went well, and what could have been handled differently?
- What staff and students witnessed and/or were directly impacted by the crisis? How should their concerns be addressed?
- The school nurse will schedule a re-entry meeting once the student is ready to return to school. Parent/guardian participation in this meeting is mandatory (preferably in-person, but by phone, if necessary). If the parent/guardian does not follow through with the urgent evaluation or re-entry meeting, it may be appropriate for school personnel to file a 51A report with DCF. Documentation of a student's discharge or treatment plan may be requested.
- The parent/guardian will be asked to sign an "Authorization for Release of Information" form in order to obtain written and verbal information about the crisis evaluation.
- A re-entry plan will be developed and/or updated for this student and shared with other relevant school personnel.
- The parent/guardian is requested to make the school nurse aware of arrangements

for counseling and other mental health services outside of school, so school staff can have ongoing collaboration with the student's team.

Each building follow the district policies and protocols and will additionally maintain its own crisis planning and management procedures, specific to its unique student population, personnel resources and physical facilities. The element addressing mental health emergencies should include:

- What staff members (principal, nurse, guidance, security) are notified immediately when a crisis develops?
- Where in the school should the student in crisis be evaluated?
- Who makes the initial triage assessment of how the crisis should be handled and whether to contact outside resources?
- Who communicates with the student's parent/guardian?
- If indicated, who communicates with the mobile crisis unit and/or EMS?
- Who stays with the student until a parent/guardian is present to assume responsibility?
- What steps does each individual school take for high-risk students to prevent future crises?

The school nurse will be responsible for documentation of the crisis, including the re-entry meeting. Reports of all mental health crisis evaluations will be reviewed regularly (including response times) and strategies to prevent future incidents.

The district will include handling of mental health crises in the professional development program for staff and will also seek to educate students and parents/guardians as part of a comprehensive wellness curriculum.

District personnel will comply with all other existing procedures, regarding those regarding student restraint and student privacy.

Academics

Instructional Assistance - Student Support Team [SST]

The Instructional Support Team [SST] is a framework designed to meet the needs and potentials of students in the Haverhill Public Schools. SST is provided in every school and consists of a team of collaborating educators who provide support and assistance to teachers experiencing difficulty meeting the learning needs or goals of students in the classroom, to parents, and to students themselves.

SST provides strategies and resources necessary to reduce or avert learning difficulties or behavioral problems, helping students to better succeed in class. Referrals to SST provide for an opportunity to differentiate between students who can be helped through accommodations and modifications made in the regular classroom and those who require the more comprehensive evaluation provided by special education or the accommodations and modifications required by a §504 plan. For students who will require a referral to a §504 team or to Special Education, IST is a mandatory step in the process as required M.G.L. Chapter 766.

Parents have the right to refer a child for a Special Education referral at any time during the process. However, parents should be aware that there is another, usually more expedient, option rather than going directly to a Special Education referral and this process is often sufficient to remedy a student's difficulties. SST coordinators may be reached by contacting the school office or principal.

504 Plans

Students with documented disabilities that limit one or more major life functions such as walking, talking seeing, hearing, and breathing are entitled to assistance to ensure they have the same access to school as their nondisabled peers. The following describes the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You are entitled to the following:

- Right to have your child with disabilities take part in, and receive benefits from public education programs without discrimination because of her or his disability.
- Right to receive all information in the parent's or guardian's native language or primary other mode of communication.
- Right to have your child receive a free appropriate public education that includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.
- Right to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
- Right to receive notice a reasonable time before a district identifies, evaluates, or changes your child's placement.
- Right to inspect and review all of your child's educational records, including the right to obtain copies of education records at reasonable cost unless the cost would deny you access to the records, and the right to amend the record if you believe information contained in the record is accurate or misleading. If the school district refuses to amend the record, you have a right to request a hearing.
- Right to have educational evaluation and placement decisions made based on information from a variety of sources and by persons who know the needs of the student, meaning of evaluation data and placement options.
- Right to periodic reevaluation and evaluation before any significant change in placement.
- Right to an impartial hearing if you disagree with the school district's proposed action. You will be an active participant. You have the right to be represented by counsel in the impartial hearing process. You also have the right to appeal the impartial hearing officer's decision.

For more information on Section 504, please contact the Principal of your school.

Special Education

Special education services are provided to students found eligible after an initial team meeting.

To be found eligible for services, a student must have one of the following disabilities: autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that the disability prevents the student from making effective educational progress, and for the student to require specially designed instruction or related services in order to access general education.

The district offers an array of services designed to meet student needs. Special education services and placement determination are the responsibility of a multi-disciplinary team comprised of professionals who have assessed the student in any areas of suspected need, a regular education teacher, administration and, most importantly, the student's parent or guardian.

Upon completion of an initial evaluation, the Team develops an individualized educational program (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating for the student's disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the Parent's Rights Brochure are available in the Special Education Department located at Parent Resource and Registration Center at Burnham or from the school buildings' special education facilitator.

English Language Education

In accordance with state laws and regulations, Haverhill provides instruction in the English language for students whose English proficiency level is limited. Potential students are identified through a testing program administered to those whose home language is not English and who demonstrate to teachers a language need.

The program, known as the Sheltered English Immersion Program, provides specialized instruction for students according to the intensity of their need. Students who speak no English or very limited English receive high intensity English language instruction for the greater part of the school day, until they reach a point when their oral English is sufficient for them to receive sheltered English instruction in a partially integrated setting. Sheltered English Instruction means that students study the same subjects as their peers, but with simplified language and visual material presented in a comprehensible manner, to make information clearer and more understandable. The material used includes, but is not limited to, pictures, graphs, videos, computer programs, and manipulatives. Lessons and activities are designed so that the English language development of the student is addressed.

Students are not expected to remain in high intensity classes more than a year. Students receiving sheltered instruction are integrated with their peers as much as possible for subjects such as mathematics and science, and receive specialized instruction in more difficult subjects such as English Language Arts, reading and social studies, until they are ready for unsupported instruction in the mainstream in those areas. For further information on the Sheltered English Immersion Program please contact the principal of your school.

Guidance

Offered at the middle school level is a comprehensive program of guidance service and activities

to help students understand their abilities and interests, and to help them make the best use of the educational opportunities available in the school system. Working together the administration, teachers, parents and students work to promote the best interests of the school and the individual student. The following is a list of some of the services provided through the Guidance Department.

Individual and group counseling in the areas of:

- Academic planning
- Transition
- Career development
- Social skills
- Bullying prevention/education/intervention
- Personal conflict
- Organization

Co-Curricular and Extracurricular Activities

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

- The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
- The assistance of parents in planning activity programs will be encouraged.
- The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
- Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
- All activities will be supervised; all clubs and groups will have a faculty advisor.

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student

organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization, which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Homework Policy

Homework is a necessary part of each student's educational program. Each student is expected to spend time in addition to scheduled class instruction to achieve satisfactory work. Some assignments are long range in nature and require planned student time for completion. Careful planning and a good homework routine eliminate the necessity of spending too much time completing an assignment the day before it is due. On the other hand, if there is no formal assignment, we encourage time to be designated for uninterrupted sustained silent reading.

Teachers will coordinate homework assignments with colleagues and students to ensure that there is an understanding of expectations and of the assignments. Teachers will communicate with parents regarding the expectations for homework. All students are encouraged to document daily assignments in a school agenda.

Students who have been absent from school for any reason are responsible for obtaining assigned work. Each school has an established procedure for communications regarding homework. Parents should contact the school's Main Office for the details of this procedure. In most cases, homework assignments can be communicated over the telephone or picked up after school. Some teachers maintain an Internet web page where assignments and schedules are posted.

If your child has been absent or is doing poorly in a subject, it is your child's responsibility to make up the work he or she missed or to ask for help. An appropriate amount of time is allotted for students to make up their work. Teachers are also available after school to assist students in making up work. We suggest parents monitor missed assignments and communicate with the teacher.

Report Cards and Parent Conferences

Report cards will be issued on a trimester schedule. We encourage parents to inquire about their child's academic progress at any time during the school year. For convenience, three scheduled Parent-Teacher Conferences are held following Progress Reports, and are listed on the approved School Committee calendar at the end of this document. Beyond the scheduled conferences, however, students and parents are urged to consult with teachers at any time, especially if difficulty is being experienced with a particular subject.

Honor Roll

In order to achieve “Academic Honor Roll” status, students must have grades of B - or higher in core academic subjects and ratings of Good or Excellent in Encore subjects. In order to achieve “Academic High Honor Roll” status, students must have grades of A- or higher in core academic subjects and ratings of Good or Excellent in Encore subjects.

State & National Assessments

The Board of Elementary and Secondary Education ("Board") voted to approve the development of Massachusetts's next-generation MCAS assessment, which will include existing MCAS questions. The Board also set a goal of implementing computer-based testing (CBT) for virtually all students by spring 2019. The Board of Education is expected to extend the use of the tenth-grade legacy MCAS test through the class of 2020, one year later than previously planned. This will ensure that the first class to take the tenth grade next-generation test, the class of 2021, will have already taken the next- generation test as eighth graders. The MCAS Science Technology and Engineering (STE) tests at grades 5 and 8 currently assess grade spans. The grade 5 tests assess standards for grades 3, 4, and 5, and the grade 8 tests assess standards for grades 6, 7, and 8. These grade spans will continue to be assessed on the grade 5 and grade 8 tests. Currently there are four high school STE tests: Biology, Chemistry, Introductory Physics, and Technology/Engineering that can be taken at grade 9 or 10. As of this publication the Board has yet to determine which high school STE tests will be included in the testing program going forward.

You may find updated information regarding assessments and testing schedules on the following DESE website <http://www.doe.mass.edu/mcas/home.html>.

Parent/Community Activities and Organizations

Site Council

In accordance with Massachusetts General Law, principals co-chair a school council, which is a representative, school-based committee composed of the principal, parents, teachers, and community members and, at the secondary level, at least one student. The site council is charged with the responsibility of identifying the educational needs of the students attending the school, reviewing the annual school budget, and preparing the school improvement plan. The plan addresses such issues as professional development, student learning time, parent involvement, safety and discipline, and ways to meet the diverse learning needs of students. Each site council must submit its school improvement plan annually to the School Committee. Anyone interested in learning more about the role of the site council or serving on the board are to contact the principal.

Parent Teacher Organization (PTO)

Separate from the site council is a Parent Teacher Organization (PTO) that is comprised of school community volunteers. The PTO focuses on fundraising initiatives to supplement the local education appropriation to our building. In the past, monies have been devoted to field trips, after-school programs, tutorial, educational homework programs, and school equipment and supplies. All parents are invited to meetings and to become active members. If interested in more information about the PTO, please contact the principal.

Partnerships

Educational partnerships are collaborative efforts that link education, community and business. Through community organizations and institutions our school has bridged relationships by sharing resources, developing initiatives and sponsoring programs that enrich all partners. Our school is committed to fostering such relationships with the community. Our partnerships have included such initiatives as tutorials, enrichment programs, mentorships, training site visitations, externships, and student achievement programs. Additionally, local businesses have provided financial assistance to initiate programs. We will again be looking to form partnerships that can enhance what we do and to engage the business community so that they can see what we do and can do for the children of Haverhill. Any interests in forming partnerships must be routed through the principal.

Volunteers

The Haverhill Public Schools has over 1700 school volunteers, annually, to support a myriad of school activities. School volunteers are needed to chaperone field trips, tutor, assist in classrooms or supervise children in school. Individuals interested in becoming a building volunteer must register through the principal's office. Registration requires *an approved CORI on file with Haverhill Public Schools*. Fingerprints are also required for any volunteer who may have direct & unmonitored contact with students.

The registration process must be completed before one is activated as a building volunteer. An approved CORI is valid for three years. It typically takes up to two weeks to process volunteer registration forms. Registration usually takes place at the beginning of the school year so that the principal can create an established volunteer bank. However, this does not exclude anyone from registering at any other point in the year.

School Visitors

Since the safety of your children is paramount, we require all parents and/or visitors to check in at the main office upon arrival and upon departure. There will be a log in the office for signing in and signing out. While we strongly encourage parent and community involvement, it is imperative that everyone adheres to this policy. Under no circumstances may a parent or visitor go directly to or into a classroom, or other area of the school building, without permission from the school office. Visitors may be required to wear a visitor's badge.

Services

Transportation

School Buses: Bus transportation is provided to children residing in the City within the limitations established by state statute and policies of the Haverhill School Committee. Students are eligible riders by bus as follows:

K-5 All students living 1 mile from school

6-8 All students living 1.5 miles from school

9-12 All students living 2 miles from school

Transportation will be provided to Special Education students in accordance with the requirements of Chapter 766 of the Acts of 1972.

School buses are considered an extension of the school. Students are expected to remain at their bus stops in an orderly fashion and to exhibit good behavior while riding the school bus to and from school, and while on field trips. ***Riding on a school bus is a privilege, not a right.*** Children may not bring friends on the bus.

Early elementary student pickup and departure is within one-to-two blocks of home whenever possible. Bus riders must be met at the bus stop by a person as named on the emergency contact list provided to the child's school. If someone else will be meeting the child, he/she must have a signed and dated note to be given to the bus driver, and said note shall be verified by the principal of the child's school, and the bus driver shall request identification to verify the identity of the pickup person, if the pickup person is an adult. The bus driver cannot leave until all students are picked up. Any a.m. kindergarten child not met by anyone at the bus stop will be returned to the child's school. The transportation department and principal will attempt to contact the student's emergency contact on file. Any all day, morning or afternoon kindergarten child not met by anyone at the bus stop and parents or emergency contact on file cannot be reached the child will be taken to the Parent Resource and Registration Center at Burnham, 45 Fountain Street, where the child will be supervised by transportation department personnel. If the child's parents or registered emergency contact on file is not reached by 5:00 p.m., the police will be contacted.

Any questions or concerns regarding a school bus arriving late to drop off a child at home or regarding a child not getting off a bus at an expected time should be brought to the attention of the Supervisor of Transportation. The office of the Supervisor of Transportation is located at the Parent Resource and Registration Center at Burnham and may be reached during and after the normal school hours at (978) 420-1921.

Bicycles: Riding bicycles to and from school is strongly discouraged due to school bus traffic and other potential safety hazards. Students may only ride bicycles to and from school with parental and school permission.

State law requires the use of bicycle helmets for children 12 years or under. Children riding bicycles will not be allowed on school property without a helmet.

Food Services

The Food Service Program is managed by Whitson's New England, Inc. and is designed to provide a variety of well-balanced meals at a minimum cost to the student. We encourage children to participate in this exceptional and self-sufficient food service program

We are pleased to inform you that Haverhill Public Schools will be providing ALL students with free lunch and breakfast this school year. We are able to do this because we have a large percentage of students that qualify for Free and Reduced-Price Meals and this allows us to implement a new program called the Community Eligibility Provision (CEP). Studies have shown that children who are not hungry perform better in school. By providing lunch to all children at no charge, we are hoping to create a better learning environment for our students. The school breakfasts and lunches that we serve follow U.S. Department of Agriculture guidelines for healthy school meals.

What does this mean for me and my students?

All students enrolled in HPS are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2019-2020 school year. No further action is required.

Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application.

Do I still need to complete Free and Reduced-Price Lunch Forms?

We will still ask you to [complete a new form](#). Our school is eligible to receive additional state and federal funds based on the number and/or percentage of students enrolled who reside in households that meet established federal income guidelines. We use the [CEP Alternate Household Income form](#) to collect relevant information. The application also helps our district qualify for education funds and discounts, please help our district by completing and submitting the form.

The School Breakfast and Lunch Programs cannot succeed without your support; please encourage your children to participate in the school meal programs. We are particularly hoping to increase participation in the breakfast program. Mornings can be hectic and making sure your kids eat a healthy breakfast can be difficult in the thick of the A.M. rush. Fortunately, a nutritious, balanced and free meal is offered in school at the start of each day! It’s fun, easy, and provides your children with the fuel they need to energize their day and perform their very best. So don’t let them run on empty...give school breakfast a try today!

School Day Information

School Hours & Dismissal

	<i>Student Report Time</i>	<i>Dismissal Time</i>
<i>Haverhill High School</i>	<i>7:25 a.m.</i>	<i>2:05 p.m.</i>
<i>Consentino, Hunking, Nettle, Tilton Upper Whittier</i>	<i>8:30 a.m.</i>	<i>2:45 p.m.</i>
<i>Green Leaf Academy (HALT)</i>	<i>8:15 a.m.</i>	<i>2:00 p.m.</i>
<i>Bartlett School & Assessment Center</i>	<i>9:00 a.m.</i>	<i>3:00 p.m.</i>
<i>Bradford, Golden Hill, Pentucket Lake, Silver Hill, Tilton, Walnut Square</i>	<i>9:00 a.m.</i>	<i>3:15 p.m.</i>
<i>Moody School (Pre-Kindergarten & Kindergarten)</i>	<i>9:00 a.m.</i> <i>12:45 p.m.</i>	<i>11:30 a.m.</i> <i>3:15 p.m.</i>

School Cancellations, Delayed Openings, and Emergency Early Dismissals

In the event of school cancellations for the Haverhill Public Schools, parents will be notified by phone and email. In addition, the following stations are notified: FOX 25, WBZ 1030 AM, WRKO 680 AM, and TV channels 4, 5, 7, and 99. Please turn to more than one station since we cannot always reach each station in a timely manner. Do not call the police department; they will simply refer you to the radio or TV. If parents/guardians feel that it is unsafe to send their child to school they may keep them at home but must send in a note with the child when they return to school.

On occasion, it may become necessary to close school early due to an emergency, or delay the opening of school for two hours. In such cases, announcements will be made through the process listed above. *A two-hour delayed opening would mean that school would start two hours later* [students should be at their bus stops two hours later], but that school would end at the regular time [the school day would not be extended].

In the event of an emergency dismissal, all after school and evening activities are cancelled.

In the event of early or emergency dismissal, it is the responsibility of the parent/guardian to

have in place, an alternate plan for their child.

Appendix A

Residency Validation

According to Massachusetts General Law Chapter 76, Section 5, the Haverhill Public Schools is not required to enroll a student who does not reside in Haverhill. The only exceptions are those student legally enrolled through the state's school choice program, or students who qualify as homeless or students in foster care under applicable federal and state laws.

Those who are not legal residents must withdraw their child/children from the Haverhill Public Schools and register them in the school district of residence. It is important that this be done as soon as possible so that transition to the new school will be a smooth one.

Residency is not clearly established by a student simply living with a grandparent, friend, or other relative. Legal guardianship papers from a court must be in place. Residency validation may take place at any time per the procedures below:

Under Massachusetts Law Chapter 76, Section 5, only students who actually reside in Haverhill may enroll in the Haverhill Public Schools. In order to verify residence within the town, a student enrolling in the Haverhill Public Schools must provide documentation of actual residence. In addition to providing such documentation at the time of initial enrollment, the school administration may request verification at any time later if there is doubt of actual residence.

All applicants for enrollment must submit at least one document each from Column A, B, and C, and any other documents that may be requested, including, but not limited to those from Column A, B, or C (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A: Evidence of Residency

- Record of recent mortgage payment and/or property tax bill
- Copy of lease and record of recent rental payment and Landlord Affidavit
- Section 8 Agreement

Column B: Evidence of Occupancy

- Recent bill dated within the past 60 days showing a Haverhill address
- Gas Bill
- Oil Bill
- Electric Bill
- Home Telephone Bill (not cell phone)
- Cable Bill
- Excise Bill

Column C: Evidence of Identification (Photo ID)

- Valid Driver's License
- Valid MA Photo ID Card
- Passport

Appendix B

Residency Policy

Residency Policy for The Haverhill Public Schools

To attend the Haverhill Public Schools, a student must reside in the City of Haverhill Residency Requirements for Students: "Residence" is the place where a person actually lives. Residency also implies that the student:

- Keeps his/her personal possessions at the Haverhill address listed on the registration document and on the Affidavit of Residency.
- Returns to the address listed on the registration document and the address on the Affidavit of Residency to spend the evening or night there.
- Receives his/her mail at the address listed on the registration document and on the Affidavit of Residency
- Is listed on the Residence List in the City of Haverhill and if not listed, the parent, guardian or responsible adult must fill out a census form at the time of registration.
- Students who are residing in Haverhill and who qualify as homeless students under the federal **McKinney-Vento Act** will be immediately enrolled in Haverhill Public Schools in accordance with federal law. Further information and assistance may be obtained from the Homeless Liaison for the Haverhill Public School District.

Temporary residence in the City of Haverhill, solely for the purpose of attending a Haverhill public school is not considered "residency."

- The Superintendent or designee shall send out written warning letters to families, informing them of the requirements of the residency enforcement policy and will request proof-of-residency documents to be submitted immediately or else be obligated to pay full tuition billing statements.
- Parents and guardians shall have the right to appeal to the Superintendent, but only insofar as to confirm proof-of-residency.
- In the event that parents and guardians acknowledge that their student is attending the school system as an out-of-district student, they will be given one business week to remove the student from the school system or be responsible for paying the tuition bill for the full school year.
- The Superintendent shall provide an annual written report to the School Committee at the first meeting of October that provides: 1) number of students for which families failed to provide sufficient documentation, and 2) overview of efforts to send out warning letters and tuition billing statements
- Lastly, the Superintendent shall send home a letter to all families that have failed to provide proof of residency informing them the last day the student(s) may attend school.

Declaration of City of Haverhill Residency:

Custodial parents, legal guardians or responsible adults of Haverhill Public School students as well as students age 18 and older, must sign a statement saying they are actual residents of the City of Haverhill (See Affidavit).

They must also agree to notify the Haverhill Public Schools if they move during the

school year.

Enforcement of the Residency Requirement:

When the school department suspects that a family of a current Haverhill Public School student lives outside of Haverhill an investigation will take place. The Haverhill Public Schools may suspect a student is not a resident if, for example, mail is returned due to an invalid address, the proofs of address submitted by the parent are inconsistent or suspicious, or for other reasons upon the discretion of the Superintendent or designee.

What will happen to students who violate the residency enforcement policy?

Students found to be in violation of the residency policy may be dismissed immediately from the Haverhill Public Schools and parent(s) or guardian(s) may be liable to the Haverhill Public Schools for the student's tuition for the full academic year(s). The Haverhill Public Schools may also impose other penalties on the family such as legal fees incurred by legal action and the withholding of certain scholarships and prizes. All applicants must reside in our City (Massachusetts General Laws, Chapter 16 sec 5 provides... Every person shall have a right to attend the public schools of the City where he/she actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the City unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the City of the improperly attended public schools. 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 school on account of race, color, sex, religion, national origin or sexual orientation. Amended by st. 1971, c.622, c.1; st.1973, c.925, s.9A, st.1993, c.282; st.2004, c.352, s.33.)

Reporting Hotline:

The Superintendent shall establish a hotline for the purpose of allowing for confidential calls regarding out-of-district students not currently authorized to attend our public schools. This hotline shall be advertised on the school district channel and website, and shall be included in the Superintendent's notice sent home to parents and guardians. The Superintendent shall provide a monthly report to the School Committee based on the following tracking information:

- Number of calls made to the hotline providing verifiable information (vehicle identification, specific bus stop, etc.?)
- Number of calls investigated by the Superintendent or designee with verifiable information
- Number of students found to be in violation of the residency policy based on the results of the investigation

If an investigated case is found not to be in violation of the residency rules, the Superintendent or designated representative shall provide a written summary of how the investigation was conducted without identifying the complainant or compromising the privacy of any party being

investigated.

Upon final approval of the residency enforcement policy, the Superintendent shall take every reasonable step to promote the policy language and goals via the school district channel and website, through notices and flyers sent home to parents and guardians, through outreach to PTOs and other school based organizations and through official press releases to area media outlets.

The main goal of the residency enforcement policy is to ensure that every parent, guardian and student is abiding by the School Committee's vote when they choose not to participate in school choice within the district. The Haverhill School Committee votes every year at a public meeting on school choice. A direct and positive result of this residency enforcement policy may be an overall cost- savings to the district and a subsequent reduction in class sizes, which should be encouraged and welcomed by all staff, faculty, parents, guardians and Haverhill taxpayers.

LEGAL REFS.: M.G.L. 16:5, McKinney-Vento Act
Approved: February 11, 2016