

**Mount Greylock Regional School District School Committee  
Policy Subcommittee**

**Location:** Meeting Room A109  
1781 Cold Spring Rd  
Williamstown, MA 01267

**Thursday, August 29, 2019  
10:30 am**

**Open Session Agenda**

- I. Call to order**
- II. Organize newly created Policy Subcommittee**
  - A. Chair- Appointed**
  - B. Vice Chair-- VOTE**
  - C. Secretary--VOTE**
- III. Brief report from the outgoing liaison**
- IV. Review draft policy on dissection and dissection alternatives**
- V. Electronic devices/Cell phone use policy - Discussion**
- VI. Sports Concussion management policy and procedure letter of affirmation - Discussion**
- VII. Building Use and Fee Structure - Discussion**
- VIII. Other business not anticipated by the Chair within 48 hours of the meeting**
- IX. Motion to adjourn**

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August 19, 2019

## DESE Policy on Dissection Alternative Activities

Dear Clients:

It has come to our attention that you may not be aware of the Department of Elementary and Secondary Education's Policy on Dissection and Dissection Alternatives. This Policy was adopted by DESE in 2005 and a summary of its effect is restated in DESE's 2016 Massachusetts Science and Technology/Engineering Curriculum Framework.

### **Effect of the Policy**

The Board-approved policy on dissection and dissection alternatives states:

All public schools that offer dissection as a learning activity should, upon written request by a student's parent or guardian, permit a student who chooses not to participate in dissection to demonstrate competency through an alternative method.

DESE's guidance document surrounding its Policy on Dissection and Dissection Alternatives provides three recommendations for Schools and Districts. The first, is that "[s]chools should be responsible about both the use of live animals and dissection of dead animals in the classroom." M.G.L. c. 272, § 80G further provides that the "[d]issection of dead animals or any portions thereof in...schools shall be confined to the classroom and to the presence of pupils engaged in the study to be promoted thereby and shall in no case be for the purpose of exhibition."

The second recommendation DESE provides is that "[s]chools should develop clear policies on dissection and dissection alternative activities." DESE indicates that the policy should state there are alternatives to dissection available, and list the alternatives. DESE drafted a sample policy, which our office has reviewed and attached to this advisory. DESE further recommends "[t]he school's policy on dissection and dissection alternatives should be included in the student handbook."

The third recommendation DESE provides is that "[s]chools should include information about dissection in relevant course descriptions, and should clearly specify dissection alternatives in that information." This allows for students to know whether or not dissection is a part of the particular course prior to enrollment.

## Summary

Based on the information provided in the DESE guidance document surrounding DESE's Policy on Dissection and Dissection Alternatives, you should determine if your school has a policy on dissection and dissection alternatives. If your school does not have such a policy, our office can work with you to tailor the attached policy to your school. You should also determine whether or not you currently allow students to engage in alternatives to dissection and assure that if a student follows the proper procedures for opting out of dissections, that teachers have alternatives to dissection available for such students. Furthermore, once the school has adopted a policy regarding dissection and alternatives, that policy should be included in the student handbook for grades where dissection is included in some of the courses. If you have already published your student handbook, the policy can be added for the 2020-2021 school year handbook or you can issue an amendment to the student handbook.

If you have any questions concerning this advisory, please feel free to contact our office at (413) 562-3300 or by email at [freddupere@aol.com](mailto:freddupere@aol.com).

Sincerely,

Fernand J. Dupere, Esq.  
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Sample School Policy

**POLICY ON DISSECTION AND DISSECTION ALTERNATIVES**

In accordance with the 2005 Board of Elementary and Secondary Education’s Policy on Dissection and Dissection Alternatives, our school/school district has developed the following policy. Participation in hands-on science is important to learning science, and dissections are a valuable learning experience in which all students are encouraged to participate.

When dissection is used in the classroom:

- Teachers will thoroughly explain the learning objectives of the lesson and use written and audiovisual materials, as appropriate, to maximize the educational benefits of the experience.
- All specimens will be treated with respect.
- All students will be informed, prior to the dissection, that they have the option of discussing individual concerns about dissection with the appropriate teacher.
- Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also offer dissection alternatives. Upon written request of a student’s parent or guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently, our school offers the following courses that include dissection: (name courses, such as: Biology, Honors Biology, and Anatomy and Physiology). Specific dissection and dissection alternative activities will be listed on the course syllabi, available to students before enrolling in these courses.

Alternative activities may include models (name models) and applications (name Internet, computer, or mobile device programs) in place of dissecting (name organism[s]).

(Schools may find it easier to provide a chart such as the one below.)

Course	Dissection Activity	Dissection Alternative Activity

Course Dissection Activity Dissection Alternative Activity The procedure for a student to participate in an alternative activity in place of dissection is as follows:

- The student will notify the science teacher of the student’s choice to participate in an alternative activity in place of participating in a dissection.

- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The student will be provided an alternative activity to be determined by the teacher, who will specify in writing what is expected of the student. Alternative activities will allow students to gain the same content knowledge as the dissection activities and will require a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.
- The student will be subject to the same course standards and examinations as other students in the course.

This policy is provided at the beginning of each school year to all teachers of science courses that involve dissection and to all students who enroll in a science class involving dissection.

following other bus routes. Parents are responsible for restitution, as defined by statute, for damage to the school bus or other property as a result of their child's actions.

#### **SCHOOL BUS VIDEOTAPING**

- (reference School Committee policy available at <https://www.wlschools.org/index.cfm>)

#### **TOBACCO POLICY**

- (reference School Committee policy available at <https://www.wlschools.org/index.cfm>)

#### **CAMERA / SURVEILLANCE NOTICE**

- (reference School Committee policy available at <https://www.wlschools.org/index.cfm>)



#### **ELECTRONIC DEVICE PROCEDURES**

##### **Goals:**

- Maintain the integrity of classroom instruction
- Maintain a safe environment for students and staff
- Support all unique teaching and learning styles
- Integrate technology into education

##### **Acceptable Use:**

- Prior to the beginning of first period (7:40 a.m.)
- After the end of the last period (2:27 p.m.)
- During class when directed so by instructor
- During passing time between classes
- Providing this does not prevent the students from arriving on time to their class and providing students are using devices in a safe and respectful manner.
- During break and lunch period
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in locker or restrooms.

##### **Unacceptable Use:**

- During class time without the consent of the teacher
- During emergency situations or drills

##### **Violations of this policy will result in disciplinary action:**

###### **First offense:**

The faculty member will ask the student for his/her cell phone or other device and return it to the student at the end of the school day. Teachers may have the device dropped off at the Main Office (failure of the student to comply with faculty member request will result in referral to Assistant Principal for consequences according to the Student handbook / Expectations for Behavior / progressive discipline matrix).

###### **Second offense:**

The faculty member will ask the student for his/her device and return it only to the student's parent or guardian (failure of the student to comply with faculty member request will result in referral to

the Assistant Principal for consequences according to the Student handbook / Expectations for Behavior / progressive discipline matrix).

Third and subsequent offenses:

The device will be confiscated and returned only to the student's parent or guardian. The student may not bring the device to school for the remainder of the school year (failure of the student to comply will result in referral to the Assistant Principal for consequences according to the Student Handbook / Expectations for Behavior / progressive discipline matrix).

Repeated violations of this policy:

Students may be subject to additional disciplinary action, consistent with the Student handbook / Expectations for Behavior / progressive discipline matrix).

**Students bring electronic equipment to school at their own risk, and they are encouraged to keep all such equipment in a secure place. No liability will be accepted by MGRSD in the event of the loss, theft or damage to any device.**

#### **Suspension or Expulsion under M.G.L. c. 71, §37H 1/2**

State law permits Principals to suspend students charged with a felony or a felony delinquency, or to expel students convicted of or admitting guilt to a felony or a felony delinquency if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

As required by law, a student whom a Principal has determined should be expelled has rights of notice, hearing, and appeals to the Superintendent of the school.

Any student who is charged with one of the above violations shall be notified in writing of an opportunity for a hearing. After the hearing the principal may decide to suspend rather than expel a student. The principal will state in writing to the School Committee reasons for choosing suspension instead of expulsion as the most appropriate remedy. In this statement the Principal will represent that in his or her opinion, the continued presence of this student in the school will not pose a threat to the safety, security, and welfare of other students and staff in the school.

#### **SEARCH AND SEIZURE BY SCHOOL OFFICIALS**

Administrators may search students and their property, including vehicles, if they have reasonable grounds to believe that the search will turn up evidence that the student has violated or is violating the law. Any student refusing to cooperate with school officials when a search is requested will be suspended for a minimum of ten days.

##### Searches to Student's Person

In all circumstances of search and seizure in the school, the interests of the student will be abridged no more than is necessary to achieve the legitimate end of preserving order in the school. A student search and resulting seizure will be carried out if (a) there are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and (b) the search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and nature of the infraction. When possible, the search should be conducted under the direction

# Bill to Require California School Districts to Limit or Ban Smartphone Use Makes Its Way Through State Assembly

The proposal cites a ban would improve student performance and avoid mental health problems

By [Andrew Johnson](#)

Published Mar 21, 2019 at 4:42 PM | Updated at 12:31 AM PDT on Mar 22, 2019

San Diegans answered the call Saturday to help hundreds of shelter animals find loving homes during NBC 7 and Telemundo 20's fifth Clear the Shelters event. [Read More](#)



Memorial Day Weekend Weather 2019

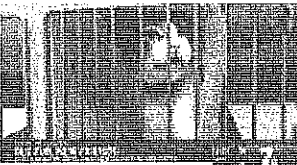
Classrooms across the state may soon be required to restrict or ban smartphones under a new bill making its way through the California State Assembly.



Bill Would Require Calif. Schools to Limit or Ban Phone Use

The bill, introduced by Assemblymember Albert Muratsuchi of Torrance, was sent to the State Assembly Education Committee for the second time Wednesday.

~~"Cell phones can be a distraction in the classroom, and there are social and emotional consequences to too much use,"~~ said Muratsuchi.



Fifth Annual Clear the Shelters in San Diego

While California school districts currently have the authority to prohibit or not prohibit smartphones in their schools, the new bill would require districts to adopt a policy that limits phone use in some capacity.





Heat Wave Hits as  
Students Return to School



The smartphone restriction or ban would be in effect when students were "under the supervision and control" of teachers or staff.

County Offers Cool Zones  
Amid High Heat



Though, there would be instances that students would be allowed to use their phones, including in cases of emergencies, if a teacher gives permission, or if a licensed physician decides a phone is "necessary for the health or well-being" of a student.

County's First Measles  
Case This Year, Why It's  
Hard to Diagnose



The proposed ban stated that when students use their phones during classes, it "interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide."

New Tool Unveiled to Fight  
Wildfires



In a released statement, Muratsuchi's office said 95 percent of families with children as old as eight years old have smartphones. In 2013, that number was 63 percent.

NBC 7 Sports Wrap  
Launches San Diego  
Padres Podcast



The number of 14- to 17-year-olds who experience clinical levels of depression jumped more than 60 percent, according to the assemblymember's office.

Find Your Perfect Pet  
During Clear the Shelters  
on Aug. 17



"According to studies, kids who are heavy users of social media are showing signs of depression and other mental health problems in greater numbers," Muratsuchi said. "Studies have also shown that restricting cell phone use improves pupil performance."

Artificial Reproduction  
Shows Hope for the  
Endangered Northern  
White...

The assemblymember pointed to France, which in September 2018, adopted a nationwide ban on smartphones in elementary and middle schools.



Muratsuchi also referenced a study published in May 2015 by the London School of Economics and Political Science that showed ~~test scores reportedly improve when schools banned smartphones.~~

Navy Veteran Remembers Apollo 11 Retrieval Mission 50 Years Later



Traffic Tips: San Diego Pride Weekend

Lastly, the bill discussed the 2017 book *iGen* by San Diego State University professor Dr. Jean Twenge. The proposal cited Twenge's work, saying ~~eight graders "who spend 10 or more hours per week on social media are 56 percent more likely to describe themselves as unhappy than those who devote less time to social media."~~



Bike Lane Confusion in Little Italy

Under the bill, schools would be reimbursed for any costs associated with the restriction or ban, according to Muratsuchi's office.



Mayor, Navy Discuss Transit Hub Potential of NAVWAR Site

The bill was read for the first time on Jan. 24. It was referred to the State Assembly Education Committee on March 18, where it was amended and re-read over the following two days.



Rose Canyon Bike Path Offers New Option for Cyclists

The bill's next scheduled committee hearing is April 10, where if approved, it would move to the Appropriations Committee. If approved there, the State Assembly would then vote on the bill.



Apple Watch Helps Detect Man's Off-Beat Heart, Possibly Saves His...

To read the bill in its entirety, click [here](#).





# Opinion: Please Take Away My Kids' Cellphones At School

Jennifer Ludden August 18, 2018 8:27 AM ET

It has been a depressing week of back-to-school stories. Parents buying bulletproof backpacks. Schools installing panic buttons and classroom trauma kits. Some teachers in Waco, Texas, kicked off the year with an active-shooter drill that had fake blood and blanks fired from a real AR-15.



It still feels surreal that it has come to this. But after more school shootings than I care to count, a recent poll finds a third of parents fear for their child's physical safety at school. That's three times higher than a few years ago.

At the school that NPR's Jennifer Ludden's kids attend, they're phasing in a new policy to lock up mobile phones during the day.

*picture alliance via Getty Images*

My two teenage sons start school Monday. They've been walking through metal detectors to get to class since sixth grade. I don't mind that at all anymore.

This year, their public high school will start another kind of program. A different, new trend. Students will have their smartphones locked up in pouches.

The idea provoked an outcry last spring. From parents. My generation is used to 24/7 access to our kids, wherever they are. I confess, I've texted mine at school. It was about a doctor's appointment! But some asked, "What if there's an emergency?" It's a fair question. We've all heard about students hiding from a gunman, posting updates and texting to let friends

and family know they're safe.

### **Article continues after sponsor message**

A school fact sheet has answers to all these questions. ~~If students are evacuated, they'll have their phones unlocked. And it cites evidence that those inside are actually safer in an emergency without their cellphones; the phones can distract students from following safety directions. And a ring or vibration or those students' posts can tip off assailants.~~

I do get some parents' concerns. But — insert my applause emoji — I am thrilled my high-schoolers won't be able to use their phones at school.

In a note to parents, ~~the principal says this will help stop a string of problems. Students cheating on math tests, distracting themselves and friends, even taking calls during class.~~

The school also says ~~"a large portion of students" rush to lunch to get on their phones, isolating themselves while playing games. It hopes this new policy will help kids develop crucial face-to-face social skills. And use their new free time to join the extracurricular clubs that meet during lunch period.~~

Maybe they'll also tell more silly jokes. Flirt. Actually finish their lunch?! And I can think of another benefit.

~~My sons will have six hours of the day free from the nonstop barrage of bad news alerts. The latest shooting, terror attack, disaster or potty-mouthed tweetstorm. Invaluable time to relax, and connect, without phones. I'm grateful to see some schools investing in that.~~

# Why Phones Don't Belong in School

Dr. Richard Freed

A recent *Los Angeles Times*' article reveals that teachers across America must compete with students' phones for attention. Matt Miles, a high school teacher from Fairfax County, Virginia, says the problem is getting worse: "Whereas 5 years ago, I could quietly ask the one rebellious student to put his or her phone away with no real interruption to class, doing that today would require multiple conversations with a majority of my class."

The push for students to use phones while at school, and even during class, comes from this generation of preteens and teens who — as illustrated by the recent documentary *Screenagers* — struggle to stop playing with their phones. Adding fuel to the fire are tech pundits who claim that smartphones provide learning opportunities for children. Parents, too, may want to communicate by phone with their kids throughout the school day.

## ***IHUFFPOST***

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But new research is questioning the wisdom of allowing phones in school, as studies reveal this practice is putting students' learning and safety at risk.

There's no doubt that smartphones have remarkable capabilities which, in theory, could promote student learning. But the truth is that kids — in spite of the best efforts of parents and teachers — use their phones primarily to access digital amusements. A Kaiser Family Foundation report says: "The

transformation of the cell phone into a media content delivery platform [has]... facilitated an explosion in [entertainment] media consumption among American youth," including TV and video games.

It's therefore not surprising that a recent London School of Economics study found that schools which ban the use of phones experienced a substantial improvement in student test scores, with the researchers concluding that phones "can have a negative impact on productivity through distraction." Researchers found that phones hurt vulnerable students the most. Study co-author Dr. Richard Murphy, an assistant professor of economics at the University of Texas, reports: "Allowing phones into schools would be the most damaging to low-achieving and low-income students, exacerbating any existing learning inequalities."


Research on college students (average age 18) in a simulated classroom reveals how phones hurt learning, as students who *did not* use their phones "wrote down 62 percent more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones."

Understandably, some may believe that children's safety is improved if parents and children can reach one another by phone during the school day. However, in order to get a message from their parents, students must constantly monitor their phones, even during class. This constant phone and online use is now recognized as posing risks for children. Why? Because research is revealing that kids who spend more time online are more likely to be involved in cyberbullying than kids who spend less.

Schools therefore inadvertently increase the chances that kids will be cyberbullied at school through open phone policies. Marc Vincenti, a retired English teacher from Gunn High School in Palo Alto, California, witnessed how students using phones during school increases their risks of being victimized. Vincenti asked one of his students, who appeared troubled, if

she was okay. She responded, "I'm so sorry, but on my way to your class I got a text six pages long from my boyfriend's old girlfriend saying what a slut I am."

We should be doing everything we can to limit cyberbullying, especially during school hours, as research shows that it increases the danger that kids will skip school or consider suicide. Schools will protect students' safety by having them keep their phones off in backpacks from morning bell to last. If parents or children need to reach one another, the school office can be used — a policy that has worked well for decades.

Schools will clearly promote their students' academic success and safety by limiting the use of student phones during school hours. Presently, most schools leave it to teachers to manage phone distractions in their own classrooms. But this piecemeal approach has left teachers with inadequate support to confront the difficult and potentially unsafe task of limiting disruptive phone use by defiant students. In a recent *New York Times* article, teacher Ed Boland acknowledges, "I just wish somebody told me how to get a cellphone out of a kid's hand." 


School leaders and teachers therefore need to work together to help students and parents recognize the substantial benefits of keeping phones off during school. Such teacher-leader cooperation will also ensure that phone limits extend to lunch and passing periods to protect students.

Principal Anita Berger of Banneker High School, a Washington, DC magnet school, is providing strong leadership on student phones, particularly considering the challenges faced by her students. Banneker's student body is 85 percent black, a group of teens who — according to a recent Common Sense Media report — nationally spend almost twice the amount of time each day using phones when compared with white children (4 hours, 11 minutes to 2 hours, 12 minutes). Black students also tend to score lower academically than white children. So, Banneker's students would especially benefit from school phone limits which, according to the London School of

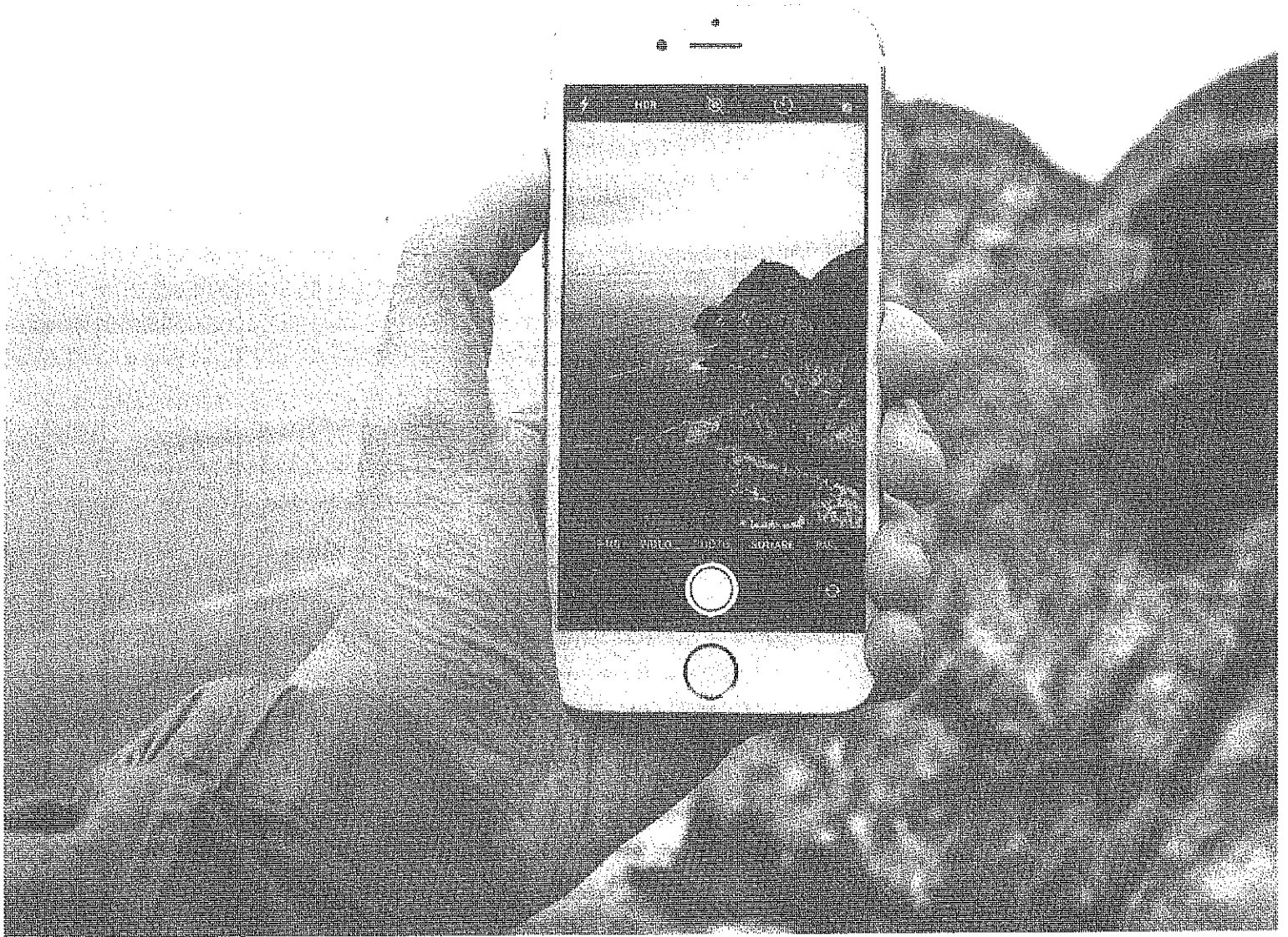


Economics phone study, particularly help lower achieving students.

Principal Berger and Banneker have done just that, with a rule that students don't use phones during the school day. This has helped Banneker students excel, as the school ranks in the top 2 percent on *The Washington Post's* list of America's most challenging high schools, and nearly 100 percent of its graduates are accepted into post-secondary institutions. "Although we know there are many benefits to mobile technology," Berger says, "the distractions outweigh the benefits."

 Banneker's phone limits also promote a supportive and engaging school community. "We do not have social media drama, and students actually interact with one another during lunch," Principal Berger adds. Schools across America can learn a lot from Banneker.

# In order to look up more at each other, we needed to put them down.



For many years, I was so thankful for the power of BYOD. Working in schools that didn't have the capital needed to provide chrome-books or other computers for easy access to all, BYOD – or bring your on device – was a game changer. We could take pictures, film video, search up things and connect with the world. A few years ago as Chromebook slowly increased in quantity, I started to notice a trend with the way phones were being used in our school. While it wasn't so much that they were used during class, after all, most students were engaged most of the time, it was more that ~~the minute someone screwed up, which inevitably happens often in middle school, there was a device out to record it. To share it, to snap it, to make sure that everyone who was not present now had a~~

~~front seat. And its effects showed. Our students started taking less risks, afraid that someone would film them. Afraid that the world would know of their mistakes rather than their attempts at success. Anxiety went up, social interaction went down.~~

I started to pay attention to my own phone habits, how my world seemed to be ruled more by notifications and interactions with people far away, rather than the life that was happening right within my reach. Digging into the research surrounding anxiety (<https://www.anxiety.org/smartphone-use-and-its-relationship-to-anxiety-and-depression>) and the presence of phones, proved to be eye opening. While there are many benefits to the connectivity of phones, the noted increase in mental health related issues could also not be dismissed. At what cost, was our connectivity and the ease of BYOD causing our students anguish?

And so, we did an experiment. We took a quarter off from our phones in class, me included, and we waited to see what would happen. I wrote more about here in this initial post (<https://pernillesripp.com/2018/03/23/on-the-need-for-phone-free-classrooms/>) explaining our thinking and then as a follow up (<https://pernillesripp.com/2018/05/01/lessons-from-a-phonefree-classroom/>) to how it went. It was eye opening but also anti-climactic. ~~Many kids reported it was no big deal, that they were fine without their phones, they didn't miss them, we didn't need them because we had the privilege of having enough technology at our fingertips that didn't require students to have their phones. A few kids grumbled, these were often the kids who were less engaged and more prone to use social media during class. And then there were the few, the kids where it made a huge difference. The ones that reported that they finally felt safe in our classroom. The one that told us of how they had realized that they were constantly checking their phone for fear of missing out and that they hadn't realized how much time it took. The ones that appreciated how people seemed more present, less worried, more there. I was not the only experimenting with this and the results were similar in other classrooms as well.~~

And so as a staff, we started to discuss whether this should be a school-wide policy: ask students (and staff members) to leave their cell phones in their lockers from bell to bell in order to provide a safer learning experience, an experience that focused on meaningful technology integration, and also an experience that allowed them a larger opportunity for face-to-face connections, particularly during their lunch and recess time where we often saw kids have little to no interaction with those surrounding them because they were too busy using their phones. And while I am not one to dismiss the power of interactions between people using social media or gaming, we wanted them to have a chance to also interact live and face-to-face. After voting, we implemented it for this school year.

As I have had visitors come and see our classroom, they have asked about our noticeable lack of phones everywhere. And I have been asked to write more about it, thus this post. So today, I asked all of my students to give me the honest truth; how does it affect them to be phone-free at their school? Are they missing out since this seems to be a major discussion point in the phone or no phone debate? Are we doing them a disservice by not embracing the tool and teaching them how to use it well? Their answers were enlightening.

While most of my students own a phone, a few don't, reporting everything from cost prohibitions to no desire to own one as the reason why. This led me to think of ~~the equity aspect of expecting kids to all have a phone. Not every family can afford one, not every family wants to provide one to their,~~

child; yet when we assume that all students have a phone and then base our instructional experiences around using them, we are creating a noticeable gap between students that may lead to tension and awkwardness in the classroom. As one student said, sure, I could just use a Chromebook but that still makes me stand out and look different than the rest and that can be embarrassing.

I asked my students whether they cared about lack of access to their phones. Overwhelmingly they reported that it wasn't a big deal, that they didn't feel they needed them. That, sure, they would love to have them, but that they were not missing out on any educational opportunity in their eyes. I am not saying that phones can't be used for amazing things, but in this case, the students didn't see that. In fact, it was interesting to see how many students who did want their phones also reported that they would only use them for Instagram, Snapchat, and texting if they had them, nothing else. A few reported wanting to use them as calculators or to search up words. Not exactly deep reasons to bring them back as we can do all that with other tools provided for us.

Many students reported that not having their phones caused them to speak more to their friends. That while they missed out on some conversations that would take place on social media they were more likely to have more conversations with those around them. One student wrote, "I honestly enjoy it because it annoys me how often people (or my friends) are distracted by social media. I know social media is for "Socializing", but you have people around you to socialize with. Even if you are not on social media and playing games instead, it still frustrates me."

Another point often brought up is that we should be teaching students how to use their phones well. That much like all of the other tools the world has introduced us to, phones should now be a part of the school experience so that kids can use them well. I am not sure about this point. While I agree that as educators we adapt our curriculum to face the modern construct, I wonder whether the responsibility of teaching students how to use their phone well should fall on us? Should that not fall on those who provide the tool? That doesn't mean that it can't be supplemented in school, but I am not sure the main responsibility starts with us. And what is it exactly we can only do on phones that we cannot do with a Chromebook or iPad? A few things come to mind, and perhaps I simply don't know enough about the amazing things phones are being used for, but I am not sure it is enough to warrant the blanket blessing of phones without thinking about the potential for increased anxiety, bullying, and overall distractibility that these powerful computers can also bring with them, even for the adults.

As I scanned through all of their responses, what really stood out to me was one common thread; that they wish they could have their phones in case "something bad happened." That a major reason for why they wish to have their phones is in case of an emergency. Think about that for a moment. Our students don't always feel safe at school, perhaps now more than ever, and so they see their phones as a lifeline to get help. It shook me to the core, because of course, I feel the same way; I need my phone in case something bad happens, but to hear it repeated again and again from 7th graders was startling.

And so we will continue to be cell-phone free for now. We will continue to ask students to leave them in their lockers so that we can be together. I will continue to leave my phone in my bag unless I need it for a specific purpose. To be more present, to think of the technology opportunities kids do have in order for us to connect, to become more than we were. Does this mean that phones in schools are bad

or should never be there? No, it just means that for us, the learning experience we have right now, it ~~makes sense to be cell phone free. That we have seen less phone-related anxiety and stress. We have seen less drama due to kids being filmed or ridiculed when they should have been safe in our classrooms.~~ That we have been more thoughtful when we did bring out devices.

I share this in order to start a conversation, to perhaps plant a seed for others to explore within their own learning communities. Not to dismiss the power of technology, nor the power of what can happen when we connect with others. But as someone who knows the anxiety that a phone can produce, who is "one of those parents" that is holding off on getting a phone for her own kids, I think it is valid to have these discussions. That often in our eagerness to embrace technology, we forget about the mental health impact more technology and how it is used can have. That sometimes when we bring in more devices it traps our students rather than frees them, and that is not something to easily dismiss. I would love to hear your thoughts.

*If you like what you read here, consider reading my newest book, [Passionate Readers – The Art of Reaching and Engaging Every Child](http://amzn.to/2w2UIBhu) (<http://amzn.to/2w2UIBhu>). This book focuses on the five keys we can implement into any reading community to strengthen student reading experiences, even within the 45 minute English block. If you are looking for solutions and ideas for how to re-engage all of your students consider reading my very first book [Passionate Learners – How to Engage and Empower Your Students](http://amzn.to/1JL4O4z) (<http://amzn.to/1JL4O4z>). Also, if you are wondering where I will be in the coming year or would like to have me speak, please see [this page](https://pernillesripp.com/about/). (<https://pernillesripp.com/about/>)*

## 12 thoughts on “One Year as a Cell Phone Free School and Not Looking Back”

MICHELLE says:

[April 3, 2019 at 9:26 pm](#)

1. As a teacher and a parent who doesn't have the money for phones for all of my children, I appreciate this post so much. My kids were often the "odd man out" when devices were "required" by well meaning teachers trying to make their classrooms up to date and fashionably fun. It did make them feel ostracized and also disconnected from the learning because it took too long to go get a chrome book. Our school has also become device free and my kids have noticed how much more fun they are having at lunch, in class, and between classes because they are interacting with humans! Technology is great but only as a tool, not a replacement, for communication.

[Reply](#) →

C. says:

[April 3, 2019 at 9:30 pm](#)

DANBY  
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LONDONDERRY  
MANCHESTER  
MT. TABOR

**BENNINGTON-RUTLAND SUPERVISORY UNION**

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Phone: 802-362-2452, Fax: 802-362-2455

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METTAWEE SCHOOL DISTRICT \*\* TACONIC AND GREEN REGIONAL SCHOOL DISTRICT \*\* WINHALL SCHOOL DISTRICT

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August 2019

Dear Parents/Guardians;

After much discussion and thought, we have decided as a leadership team that all cell phones and personal devices must be powered off and not on a student's person during the school day. Social media, gaming, and the availability of constant communication is posing a serious distraction from teaching and learning. The use of these devices disrupts the learning environment and we believe it is in the best interest of our learners to limit their access.

If students need to reach their parents, the phone in the main office is available for their use. If parents need to reach their children, they may contact the school's main office. We will relay any emergency messages to students throughout the day.

If the procedure is not followed by a student, the consequences are as follows:

*First Offense: Cell phone/personal device is confiscated and given to the principal for the day (Office Discipline Referral)*

*Second Offense: Cell phone/personal device confiscated, given to the principal for the day followed by a phone call home (Office Discipline Referral)*

*Third Offense: Cell phone/personal device confiscated, given to the principal for the day followed by a phone call home. Parents must pick up the cell phone from the Principal's Office, the phone will not be returned to the child (Office Discipline Referral).*

*If a student fails to give their cell phone to a staff member when asked to do so, they will serve an immediate in-school suspension (Office Discipline Referral).*

On occasion, cell phones and personal devices may be permissible if being used for an educational purpose under the direct supervision of a teacher.

We know that this decision will not be a popular one with students and some parents. However, we encourage you to support us in implementing this important change, the decision was not made lightly.

We are hosting a time to talk with you about this change on September 4, at 4:30 in the JPR at MEMS. Please come and ask us any questions or discuss concerns you may have.

Respectfully,

Jacquelyne Wilson, Superintendent  
Randi Lowe, Asst. Superintendent  
Brooke DeBonis, Principal, The Mettawee Community School  
Deb Fishwick, Co-Principal, Manchester Elementary Middle School  
Neal McIntyre, Principal, The Flood Brook School  
Betsy Memoe, Co-Principal, Manchester Elementary Middle School  
Rosanna Moran, Principal, The Dorset School  
Carolyn Parillo, Principal, Currier Memorial School  
Jennifer Turner, Principal, Sunderland Elementary

From: Smyth, Steven (DPH) <[Steven.Smyth@massmail.state.ma.us](mailto:Steven.Smyth@massmail.state.ma.us)>

Date: Monday, August 19, 2019

Subject: Letter of Affirmation regarding sports concussion policies

To:

Cc: "Thomas, Rebekah (DPH)" <[rebekah.thomas@state.ma.us](mailto:rebekah.thomas@state.ma.us)>

Dear Superintendents:

According to Mass. Department of Public Health (MDPH) [Sports Concussion Regulations](#), schools or school districts must have policies and procedures in place that govern the prevention, recognition, and management of sports-related head injuries. Every other year, schools or school district are required provide a letter affirming that such policies and procedures exist in their school or district and are in alignment with the requirements of the regulations. The letter must be on school or district letter head and sent to the Massachusetts Department of Public Health.

**Please submit the 2019 Sports Concussion Management Policy and Procedure Letter of Affirmation by September 30<sup>th</sup>, 2019.**

**Here are some responses to frequently asked questions which can help you complete this task:**

*Who must affirm that they have policies and procedures regarding sports concussion management?*

- All public middle and high schools (including charter schools) serving grades 6-12 with extracurricular sports activities, regardless of their affiliation with the Massachusetts Interscholastic Athletic Association (MIAA)
- All private schools that are members of the MIAA

*Are there format requirements for the letter?*

- Please assure that the letter is on your school or district's letterhead
- While you are not required to send you school or district's policy and procedure, you are welcome to include them

*To whom do I send this letter?*

The letter may be submitted electronically to [steven.smyth@state.ma.us](mailto:steven.smyth@state.ma.us)

or mailed in hard copy to:

Steven Smyth

Division of Violence and Injury Prevention

Massachusetts Department of Public Health

[250 Washington Street-4th Floor](#)

[Boston, MA 02108](#)

*What should my sports concussion management policy and procedure cover?*

Model guidance for developing sports concussion policies called "Head Strong: Guidance for Implementing the Massachusetts Regulations on Head Injuries and Concussions in School Athletics" and can be found at the following links:

- <http://www.mass.gov/eohhs/docs/dph/com-health/injury/head-injury-reg-guide-acc.pdf>
- <http://www.mass.gov/eohhs/docs/dph/com-health/injury/head-strong-revised.pdf>

*Why are we required to submit a letter of Affirmation?*

According to [Regulations 105 CMR 201.000 Head Injuries and Concussions in Extracurricular Athletic Activities](#), Section 201.006 School Policies, part C,

"The school or school district shall provide the Department with an affirmation, on school or school district letterhead, that it has developed policies in accordance with 105 CMR 201.000 and it shall provide an updated affirmation biannually by September 30th every odd numbered year upon review or revision of its policies."

*Where can I learn more?*

Other information about sports-related head injuries and concussions can be found at our website:

[www.mass.gov/sportsconcussion](http://www.mass.gov/sportsconcussion)

If you have any questions or concerns, please do not hesitate to reach out. Lastly, we apologize in advance for any duplicate emails.

Thank you,

Steven Smyth  
Policy Coordinator, Injury Prevention and Control Program  
Massachusetts Department of Public Health  
Division of Violence and Injury Prevention  
250 Washington St. - 4th floor  
Boston, MA 02108  
(617) 624-5490  
email: [steven.smyth@massmail.state.ma.us](mailto:steven.smyth@massmail.state.ma.us)



**150 YEARS**  
OF ADVANCING  
**PUBLIC**  
**HEALTH**

--

Kimberley A. Grady  
Superintendent  
413-458-9582 x 4009



## JJIF - ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities<sup>1</sup> including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS.: M.G.L. [111:222](#); 105 CMR 201.000

# JJIF-R - ATHLETIC CONCUSSION REGULATIONS

## Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

## Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the site of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

## Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision

Sensitivity to light (photophobia)

Sensitivity to noise (tinnitus)

Feels sluggish

Feels foggy

Problems concentrating

Problems remembering

Trouble with sleeping/ excess sleep

Dizziness

Sadness

Seeing stars

Vacant stare/ glassy eyed

Nervousness

Irritability

Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

#### Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. Worsening signs and symptoms requiring immediate physician referral include:
  - A. Amnesia lasting longer than 15 minutes
  - B. Deterioration in neurological function
  - C. Decreasing level of consciousness
  - D. Decrease or irregularity of respiration
  - E. Decrease or irregularity in pulse
  - F. Increase in blood pressure
  - G. Unequal, dilated, or unreactive pupils
  - H. Cranial nerve deficits
  - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation

- K. Seizure activity
- L. Vomiting/ worsening headache
- M. Motor deficits subsequent to initial on-field assessment
- N. Sensory deficits subsequent to initial on-field assessment
- O. Balance deficits subsequent to initial on-field assessment
- P. Cranial nerve deficits subsequent to initial on-field assessment
- Q. Post-Concussion symptoms worsen
- R. Athlete is still symptomatic at the end of the game

3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.

4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.

A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.

B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.

C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

#### V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (or other approved test identified by the School District). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is mandatory for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. All student athletes and club cheerleading members will undergo ImPact testing. Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

- A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
- B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
- C. Following a concussion the student athlete will take a post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC. After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for 5 days.
- D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- H. Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

#### Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

#### Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
  - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

#### Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

#### Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.

3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
  - A. Loss of consciousness
  - B. Headache
  - C. Dizziness
  - D. Lethargy
  - E. Difficulty concentrating
  - F. Balance problems
  - G. Answering questions slowly
  - H. Difficulty recalling events
  - I. Repeating questions
  - J. Irritability
  - K. Sadness
  - L. Emotionality
  - M. Nervousness
  - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.



7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

#### Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. REST.
7. NO ATHLETICS.
8. BE HONEST!
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

#### Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.

4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

#### Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

#### Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head

or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

#### Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

CDC Heads-Up Video Training, or  
Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, SIT THEM OUT and have them see the appropriate healthcare professional!

### HEAD INJURY AND CONCUSSION POLICY

#### Section I: Purpose

This policy provides for the implementation of MA 105 CMR 201.000: *Head Injuries and Concussions in Extracurricular Athletic Activities*. The policy applies to all students who participate in any extracurricular athletic activity. This policy provides the procedures and protocols for Mount Greylock Regional School District in the management of and prevention of sportsrelated head injuries within the school. The Athletic Director and Principal have been designated by the Superintendent to be responsible for the implementation of this policy and all included protocols. Review and revision of the policy will occur as needed, though minimally every two years.

#### Section II: Staff Requirements and Training

Concussion training is a preparticipation requirement for all students and must be completed prior to practice or competition. Additionally, the following persons annually shall complete one of the head injury safety training programs approved by Mount Greylock Regional School District (MGRSD):

Athletic Director  
School Nurse  
Coaches (including volunteers)  
Marching Band Director

*Student-Athletes*

*Parents of Student-Athletes*

This requirement may be met by:

Completing the approved online program listed on the MGRSD website and providing a certificate of completion to the Athletic Director,

Signing an acknowledgement that they have read and understand written materials provided to them by the Athletic Director, or

Attending a MGRSD sponsored training session and signing the attendance roster.

The Athletic Director will keep all certificates, signed acknowledgements, and training session rosters for three years.

The training must be repeated every subsequent year.

Revised 9/15/2015 Lindsey von Holtz Page 1

Section III: Extracurricular Athletic Participation Requirements

A. Pre-Participation

Students who plan to participate in extracurricular athletic activities must have the following things prior to participation:

An updated physical examination dated within 13 months of the first day of season on file with the School Nurse.

A *Certificate of Completion for the NFHS Concussion Education Course* or other MGRSD approved course (student and parent), or

A signed acknowledgement of Dept. of Health and Human Services concussion information.

A complete registration including medical/emergency information, prior head injury information, and acknowledgement of the school and MIAA regulations.

Students will complete a baseline concussion test through *ImPACT* (Immediate Post-Concussion Assessment and Cognitive Testing) every two years. This process will be supervised by the coach, Athletic Director, or School Nurse during the first two weeks of practice each season.

All *Pre-Participation Head Injury/Concussion Reporting Forms* will be reviewed by the School Nurse and Athletic Director prior to athletic participation. The School Nurse will provide appropriate followup when necessary. No student shall be medically cleared for extracurricular athletic activities until the Athletic Director has received all forms and the School Nurse has reviewed both the reporting form and medical questionnaire.

Mount Greylock Regional School District may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications. Upon review of all documentation regarding a student's head injuries, including a report from a doctor, general health history, as well as Teacher Observation Reports, the Student Support Team (SST), which consists of

administration, will determine a student's athletic eligibility and any necessary modifications.

The school will provide interpretation of these policies for students and/or parents with limited English proficiency when necessary.

Parents and students will be notified of all participation requirements at the Mandatory Pre-Season Parent/Athlete Meeting. Coaches will receive frequent lists of all athletes signed up for their respective sport and the eligibility status of each athlete. Ineligible students (those without a physical or other registration) will not be allowed to participate until all requirements have been submitted. Coaches will notify students and their parents when forms are missing and make clear that the student will not participate until those forms are received.

#### B. During Participation and Return to Play

If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete the *Report of Head Injury Form* and submit it to the School Nurse or Athletic Director.

Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from participation due to a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.

The coach also must provide this information to the parent in writing, whether paper or electronic format by the end of the next business day.

The coach or his or her designee shall communicate, by the morning of the next business day, with the Athletic Director or School Nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.

The student shall not return to practice or competition unless and until the student is symptom free and medically cleared. The student or parent must provide the School Nurse or Athletic Director with both the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* and the *Academic Recommendation Form and Return-to-Play Protocol* signed by a physician. The coach, Athletic Director, or School Nurse shall provide the necessary forms for the student to take to their medical provider. A letter to the physician explaining the two forms and the need for medical clearance will also be included in the packet given to students when visiting a physician. The forms should be returned to the athletic department after physician visit. The *Academic Recommendation Form and Return-to-Play Protocol* should be returned immediately, while the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* may take longer depending upon the severity of the head injury.

The MGRSD Student Support Team, in consultation with the physician who made the diagnosis, or is managing the student's recovery, will develop a written plan for the student's return to play and academic accommodations as necessary. Final return to play at Mount Greylock requires the approval of the School Nurse. The Student Support Team will provide the injured student, a parent, and school personnel a written plan describing the student's specific return-to-play protocol and any academic accommodations recommended.

#### Section IV: Responsibilities

##### A. Athletic Director

The Athletic Director participates in the development and biannual review and revision of the policy. The Athletic Director completes an annual training.

The Athletic Director shall:

- Ensure the training of coaches, staff, parents, volunteers and students are met, recorded, and records are maintained for three years.

- Ensure (with the help of coaches) that all students participating in extracurricular athletic activities have met the required pre-participation conditions.

Ensure that all students have received an *ImPACT* baseline concussion test every two years.

Ensure that the *necessary medical information* is reviewed by the nurse and coach as necessary.

Ensure (with the help of coaches) that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete.

Provide ongoing educational materials on head injury and concussion to coaches, parents, and students.

Maintain (with School Nurse) all *Emergency Contact and Medical Information*, , *Report of Head Injury Forms*, and *Post Sports-Related Head Injury Medical Clearance and Authorization Forms*.

Report annual head injury and concussion statistics to the Department of Public Health including the total number of *Report of Head Injury Forms* received from both coaches and parents and the total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

## B. School Nurse

The School Nurse completes the annual training.

The School Nurse participates in the biannual review and revision of the policy. The School Nurse shall:

Review all annual physical exams.

Review all *Medical Information* provided.

Review all *Report of Head Injury Forms*.

Maintain (with the Athletic Director) all physical exams, *Report of Head Injury Forms*, and *Post Sports-Related Head Injury Medical Clearance and Authorization Forms* and any other pertinent medical information in the student health record.

Share on a need to know basis any head injury information regarding a student that may impact their ability to participate in extracurricular athletic activities or places a student at greater risk for repeated head injuries.

Participate in the re-entry planning for students to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing scheduling and other aspects of school activities consistent with a graduated re-entry plan for return to full academic and extracurricular athletic activities after a head injury and revising the health care plan as needed.

Monitor recuperating students with head injuries and collaborate with teachers to ensure that the graduated re-entry plan is being followed.

Provide ongoing educational materials on head injury and concussion to teachers, staff and students.

## C. Coach

The Coach completes the annual training and provides the Athletic Director with a certificate of completion.

The coach reviews the preparticipation information provided by the School Nurse regarding a student's history and/or risk of head injury.

The coach shall:

Identify athletes with head injuries or suspected concussions that occur in practice or competition and remove them from play.

Complete the *Report of Head Injury Form* upon identification of a student with a head injury or suspected concussion that occurs during practice or competition.

Promptly notify parent of any student removed from practice or competition and provide same notification in writing or electronically by the end of the next business day.

Promptly notify the Athletic Director and School Nurse of any student removed from practice or competition.

Supervise the completion of the *ImPACT* baseline concussion test for their respective team.

Teach techniques aimed at minimizing sportsrelated head injury.

Discourage and prohibit athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete.

#### D. Student-Athlete

The student shall:

Return required forms prior to participation in athletics.

Complete one of the approved training programs on concussions and return certificate of completion to the athletic office.

Complete a Baseline ImPACT Test during the first week of the sports season (every two years).

Report all injuries to coach and/or School Nurse.

If a head injury occurs, the student shall:

Return post-injury forms to the athletic office immediately.

Follow the gradual return-to-play guidelines.

Report any symptoms while recovering and after return-to-play to the coach and/or School Nurse as well as a parent.

Students who do not complete and return all required trainings, testing, and forms will not be allowed to participate in sports.

#### E. Parent/Guardian

The parent/guardian shall:

Complete and return all required forms to the athletic office prior to the season start date.

Inform School Nurse if student sustains a concussion outside of school hours. Complete "*Report of Head Injury*" form following new injury.

Complete one of the approved training programs on concussions and return certificate of completion to the athletic office.

Watch for and report to a physician any changes in your child that may indicate that the child does have a concussion or that the child's concussion may be worsening.

#### Section V: Record Maintenance

MGRSD shall maintain the following record for three years:

Verifications of completion of annual trainings

Annual physical exams

*Registration Information*

*Report of Head Injury Forms*

Concussion Return to Play Protocols for injured students

These records will be made available to the Department of Public Health and DESE upon request or in connection with any inspection or program review.

Adopted: January 17, 2012

Revised: September 17, 2013

Revised: September 15, 2015



# Mount Greylock Regional School District

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Procedures and Guidelines  
Governing Use of School Facilities

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Dear Community Member:

This packet contains all the information needed to reserve school facilities in the Mount Greylock Regional School District. The School Committee supports the use of school facilities by community groups (after normal use by students and faculty) and believes that such use enriches the quality of life for everyone in the community.

These procedures and guidelines represent the efforts of the School Committee to encourage the use of school facilities and bring consistency to the regulations and fee structure associated with the program.

Mount Greylock Regional School District has wonderful school facilities that have been used by community groups for meetings and events. The School Committee wishes to continue its partnership with the community and extends an invitation for you to hold your events with us.

Sincerely,

Kimberley Grady  
Superintendent of Schools

# Mount Greylock Regional School District

## Use of School Facilities

### Philosophy

The Mount Greylock Regional School Committee encourages the use of school facilities for educational, charitable, recreational and civic purposes, sponsored by recognized, responsible organizations. The Mount Greylock Regional School District is committed to ensuring that all of its programs and facilities are accessible to the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation.

The Mount Greylock Regional School District neither endorses, supports, nor sponsors any of the activities which may occur as a result of the use of the school facilities.

The use of school facilities must be consistent with the district's energy conservation program and fees associated with the use will vary contingent upon the nature of the sponsoring group, activity, and time of use. It is not the intent of the committee that for-profit groups be subsidized by public funds. Such groups shall incur additional charges for the use of school buildings.

The Superintendent and/or designee shall serve as the School Committee's representative in processing applications, approving use, and enforcing regulations. Any request to waive or change fees must be approved by the Superintendent.

### General Guidelines for Use

1. For non-school related activities, all costs shall be borne by the user group. Fees will include the direct costs associated with the activity such as rental fees and personnel costs.
2. The School Department requires that adequate staff be scheduled to ensure the security of the building and to provide for expedient cleaning. The terms of existing labor contracts will be consulted when assigning custodial and cafeteria fees.
3. All user groups shall save and hold harmless the Mount Greylock Regional School District and its officers and employees and assume responsibility for all liabilities arising from incidents as a result of use.
4. A Certificate of Insurance must be submitted as evidence of insurance coverage and must designate both, the using organization and Mount Greylock Regional School District, as insured and not merely as certified holders.
5. The group categories and the fee schedules will be agreed to prior to usage approval.

**Rental Group Categories**

**Group A:** Recognized school or civic groups based in the Williamstown-Lanesborough community, but not necessarily established as non-profit organization (i.e., PTO, School Councils, Town Recreation / Youth Groups).

**Group B:** Non-profit groups with a majority of the participants residing in Regional member Towns (i.e., youth groups, churches and charities). Groups are required to provide proof of tax-exempt status at the time the Application for Use of School Facilities is submitted.

**Group C:** For-profit groups (i.e., private dance schools, theater groups) and non-profit groups that have fewer than half of the participants residing in District.

**School Facilities Rental Fee Schedule**

*(Rates subject to change per approval of School Committee)*

Facility	Group A Rate	Group B Rate	Group C Rate
Auditorium – MGRS Auditorium – WES	N/A	\$100/day \$75/day	\$500/day \$250/day
Gymnasium	N/A	?	\$250/day \$40/hour (weekdays) Weekend/Holiday/School Not in Session – gym is only rented out in half day intervals at \$125/half day (4 hours max)
Cafeteria w/o Kitchen Cafeteria w/ Kitchen	N/A Contact Us	N/A Contact Us	\$250/day Contact Us
Regular Classrooms	N/A	N/A	\$75/day
	<i>(max. of \$225/day if multiple classrooms are requested.)</i>		
Lab Classrooms	N/A	N/A	\$150/day
Library	N/A	N/A	\$250/day
Athletic Fields	N/A	N/A	\$200/day \$40/hour (min. 2 hours)

**Personnel Fees**

(Regardless of Group Category)

**Custodial Staff:** A custodian must be on the premises at all times. Custodial fees will be added to above rates for any use beyond 10:00 p.m. Monday through Friday, anytime on Saturday or Sunday, and any day that school is not in session. If the Superintendent determines that more than the regularly scheduled staff is needed, these costs will also be added to the facility rates. Current custodial rates are \$30-40/hour per staff member.

**Kitchen Staff:** Access to the kitchen is not available unless a cafeteria worker is present. This person will have full authority over all kitchen equipment and may restrict access to certain equipment.

**MGRS Audio/Visual Equipment:** Access to the audio/visual system in the MGRS is only permitted by the Director of Operations or his designee. This person will have full authority over the a/v system and may restrict access to certain equipment.

**Police Officers:** All organizations must arrange and pay for police services directly through the local Police Department if deemed necessary.

**Outside Restrooms:** Organizations requesting Athletic Field use are required to provide portable restroom facilities per playing field being used.

### **Guidelines for Scheduling/Approvals**

1. The Superintendent, in attempting to make the school facilities available to the maximum number of persons/organizations in the community will consider applications for use in the following order whenever feasible and practical:
  - Mount Greylock Regional School District Students
  - Mount Greylock Affiliated Groups (Committee, Councils, PTO, Etc.)
  - Member Town Recreation/Youth Groups
  - Adult Recreation
  - Local Non-Profit Organizations

*The Superintendent will be the final determining agent regarding any scheduling conflicts.*

2. **Event Requests Requiring Special Instructions** – must be made, at least, two weeks prior to the event.

### **Regulations Governing Use of School Facilities**

1. Mass. General Law requires obtaining **Criminal Offender Record Information (CORI)** for all volunteers and others who may have direct and unmonitored contact with children. This includes all volunteers, chaperones, coaches, etc. who may be assisting you. All organizations are responsible for adhering to these requirements and obtaining CORIs when needed.
2. Mass. General Law prohibits smoking or alcoholic beverages on school property.
3. Participants shall not be restricted from participation for reasons of race, religion, age, sex, sexual orientation, creed, national origin or disability conditions. However the School Committee is not prohibited from allowing the use of school premises by independent groups with restrictive membership.

4. In compliance with Massachusetts General Laws, the School Committee prohibits firearms and other dangerous weapons in schools and adopts the statutory definitions of a firearm and other dangerous weapons in addition to any definitions it may include in its student-parent handbook.
5. Hazing of students is prohibited by state law, and is defined as any conduct or method of initiation into any student organization that willfully or recklessly endangers the physical or mental health of the student.
6. Food and drinks shall occur only in authorized areas.
7. No other area than that approved for use on the application shall be used. No school material or furniture may be used without permission of the Superintendent. For any major function requiring use of a stage with scenery, the facility must be requested with additional time to allow setting up and dismantling of the scenery.
8. Users will assume full responsibility for the proper use of the facilities and for payment of damages.
9. If school is closed due to inclement weather or other emergency, all events and activities will be cancelled. It is the organization's responsibility to reschedule.
10. School personal properties, such as projectors, recorders, amplifying units, etc., are not included in the rental contract.
11. A letter of determination from the IRS or other documentation to verify tax-exempt status must accompany this application before an organization will be considered non-profit for fee setting purposes.
12. Thirty-six hours notice will be required in the event of cancellation; otherwise, the applicant will be responsible for the custodial and facility rental fees.
13. The Mount Greylock Regional School District is not responsible for any personal property present or left on the premises.
15. The Superintendent reserves the right to refuse the use of facilities to any group that has violated any condition, rule, regulation, or guideline concerning use of the premises in the past, or which has otherwise abused this privilege.

**PLEASE REFER TO THE PREVIOUS PAGES FOR RENTAL RATES, PERSONNEL CHARGES, AND RELATED INFORMATION**

The individual signing the request form hereby assumes responsibility for any accidents, injury or damages that may occur to the building or equipment made available to him/her and for any repairs required as a result of same. Accidents or damages that occur during the use of a school facility must be reported to the Superintendent or designee within 24 hours. In consideration for the use of facilities owned or operated by the Mount Greylock Regional School District, the undersigned organization hereby releases and holds harmless the Mount Greylock Regional School District and its employees, agents, and volunteers (collectively, "the District") from and against any and all injuries, damages, liabilities, actions, suits, proceedings, claims, demands, losses, costs and expenses (including reasonable attorneys' fees) that may arise out of or in connection with the use of such facilities by the undersigned organization or its employees, agents, or volunteers, and further agrees to indemnify the District from and against any and all injuries, damages, liabilities, actions, suits, proceedings, claims, demands, losses, costs and expenses (including reasonable attorneys' fees) by third parties arising out of or in connection with the organization's or its employees', agents', or volunteers' activities on or about the rented premises. Please familiarize yourself and your group members with this School Rental Contract and its attachments, sign and return. No reservation will be made until this application is returned to you with an approved signature.

I have read this Contract, including attachments, and the regulations for the use of the Mount Greylock Regional School District property, and accept the responsibility for payment of bills, the observance of all regulations, and all terms hereof. I will finalize all arrangements with the building office one week prior to specified date and earlier to the extent required above.

\_\_\_\_\_  
\*Applicant's Signature

\_\_\_\_\_  
Date

\*This constitutes your digital/electronic signature.

## APPLICATION FOR THE USE OF SCHOOL FACILITIES

**INSTRUCTIONS:**

**Internal:** District/School Personnel completing this form to reserve space for school-related activities / clubs are asked to fill out the form and send to the appropriate main office secretary.

**External:** Requests from public entities wishing to use school facilities: Please, fill out form completely, sign, and e-mail to Stacie Vigiard in the Superintendent's office at [svigiard@mqrhs.org](mailto:svigiard@mqrhs.org).

- PLEASE ATTACH** a current Certificate of Insurance which lists the District as an additional insured and not merely as a certificate holder.
- PLEASE ATTACH** proof of nonprofit status (if applicable).

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\*Date(s) of Event: \_\_\_\_\_

*\*If you are requesting **multiple event dates**, please indicate when event will be over (i.e., Meetings to be held every Monday during the month of January; or meetings to be held on the 1<sup>st</sup> Monday of each month until the end of December).*

Time of Event: \_\_\_\_\_ to \_\_\_\_\_ (Specify AM or PM)

Requested Custodial Start Time: \_\_\_\_\_ to \_\_\_\_\_

Description of Event: \_\_\_\_\_

Estimated Number of Participants: \_\_\_\_\_ Spectators: \_\_\_\_\_

Rental Group Category (refer to page 2 of Procedures & Guidelines):  Group A  Group B  Group C

FACILITY REQUESTED:	
Lanesborough Elementary School:	<a href="#">Click here to MAKE SELECTION</a>
Williamstown Elementary School:	<a href="#">Click here to MAKE SELECTION</a>
Mount Greylock Regional School:	<a href="#">Click here to MAKE SELECTION</a>
Special Instructions:	

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date