

Dudley-Charlton Regional School District



Staff Resource Handbook 2024-2025

Approved by School Committee: 08.30.2023

The Dudley-Charlton Regional School District does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

The information contained within the handbook does not create an implied contract.

This handbook does not address every situation that could arise in the workplace.

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DUDLEY-CHARLTON RSD PERSONNEL

School Committee

| | |
|------------------|-------------------------|
| Chairperson | Ms. Kelly Szela |
| Vice Chairperson | Ms. Jeanne Costello |
| Members | Ms. Cathleen Carmignani |
| | Ms. Caitlynn Panczyk |
| | Ms. Jaime Dell'Ovo |
| | Ms. Nicole Enberg |
| | Ms. Maureen Chickering |

Administration

| | | | |
|--------------------------------------|---------------------------|--------------|------|
| Superintendent of Schools | Mr. Steven M. Lamarche | 508.943.6888 | x142 |
| Assistant Superintendent | Ms. Kelly True | 508.943.6888 | x282 |
| Director of Pupil Personnel Services | Ms. Heather Harriman | 508.943.6888 | x278 |
| Director of Finance and Operations | Mr. Joseph DeSantis | 508.943.6888 | x143 |
| Executive Assistant | Ms. Erin Glenn | 508.943.6888 | x144 |
| Director of Technology | Mr. Dan D'Arcangelo | 508.943.6888 | x275 |
| Athletic Director | Mr. Christopher O'Donnell | 508.943.6888 | x176 |
| Dudley School Resource Officer | Mr. Tyler Smith | 508.943.6888 | x174 |

Principals

| | | | |
|------------------------------------|-------------------------|--------------|-------|
| Shepherd Hill Regional High School | Mr. Darren Elwell | 508.943.6700 | x160 |
| Charlton Middle School | Dr. Stacy Monette | 508.248.1423 | X1102 |
| Dudley Middle School | Mr. Gregg Desto | 508.943.2224 | x1101 |
| Dudley Elementary School | Mr. Christopher Audette | 508.943.3351 | x610 |
| Heritage Elementary School | Mr. Peter Olson | 508.248.4884 | x302 |
| Charlton Elementary School | Ms. Laura Ramos | 508.248.7774 | x251 |
| Mason Road Elementary School | Ms. Jennifer Desto | 508.943.4312 | x611 |

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Dudley-Charlton Regional School District

OUR BELIEFS:

- Love what we do and always remember why we are here
- Pursue learning
- Build open and honest relationships

OUR MISSION:

“...to advance the knowledge and well-being of our children and our community”

OUR GUIDING PRINCIPLES FOR CIVILITY:

- Treat others with civility and respect
- Help others when you know they need it
- Seek help for yourself when you need it

OUR DISTRICT PLAN GOALS:

- Strengthen the continuum of learning throughout all the schools in the District to provide access and opportunity for all students
- Strengthen systemic practices & processes for improving student achievement, outcomes and success District wide
- Strengthen Family/Community engagement, partnerships, and communication

EDUCATOR EVALUATION: 2023-2024 Areas of Emphasis/Look-fors

Standard I - Curriculum, Planning, and Assessment

I-A. Curriculum and Planning

1. Subject Matter Knowledge

Exemplary - Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.

Proficient - Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.

Standard II - Teaching All Students

II-A. Instruction

2. Student Engagement

Exemplary - Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others.

Proficient - Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.

II-B. Learning Environment

1. Safe Learning Environment

Exemplary - Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.

Proficient - Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.

Standard III - Family and Community Engagement

B. Collaboration

2. Curriculum Support

Exemplary - Regularly updates families on curriculum throughout the year, and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.

Proficient - Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.

Standard IV - Professional Culture

E. Shared Responsibility

1. Shared Responsibility: Shares responsibility for the performance of all students within the school.

Exemplary - Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

Proficient - Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs

SECTION I

Policies, Laws, and Regulations

CIVIL RIGHTS AND RESPONSIBILITIES

Public schools have the responsibility to provide a hostile-free environment for its employees and to overcome barriers that prevent students from achieving their potential. These commitments are affirmed in Dudley-Charlton Regional School District Policies, in laws enforced by our state and the Office of Civil Rights, and in our Bullying Prevention and Intervention Plan.

Age Discrimination Act of 1975: Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. Age Discrimination in Employment Act: Prohibits employers from discriminating against workers and applicants who are 40 years of age and older, based on their age.

Family and Medical Leave Act: Gives employees the right to take time off from work in order to care for a newborn (or recently adopted) child, or to look after an ill family member.

Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title IV of the Civil Rights Act of 1964: Prohibits discrimination on the basis of race, color, or national origin.

Title VI: Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color or national origin.

Title VII: Title VII of the Civil Rights Act of 1964: Prohibits employment discrimination based on race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability.

MGL, Ch. 76, and Section 5: Massachusetts General Laws, Chapter 76, Section 5: Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, gender identity, and sexual orientation.

Dudley-Charlton Regional School District Civil Rights Officer

Kelly True, Assistant Superintendent

68 Dudley-Oxford Road
Dudley, MA 01571
508.943.6888 x282
slamarche@dcrsd.org

CIVIL RIGHTS AND COMPLAINTS

Complaint Procedures for Allegations of Discrimination

The Dudley-Charlton Regional School District does not unlawfully discriminate on the basis of race, color, creed, national origin, age, religion, gender, gender identity, sexual orientation, homelessness, or disability or any other legally protected classification in admission to, access to, or treatment by its programs and activities. Any member of the District community who believes that the District or a member of the District community has violated Titles VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Education Amendments of 1972 (sex), Massachusetts General Laws Chapter 76 Section 5 (sexual orientation, gender identity, race, color, sex, religion, national origin), Massachusetts General Laws Chapter 151C (race, religion, national origin, creed, color), the Equal Educational Opportunities Act of 1974 (race, color, sex, national origin), Section 504 of the Rehabilitation Act of 1973 (disability), Title II of the Americans with Disabilities Act of 1990 (disability), the Individuals with Disabilities Education Improvement Act of 2004 (disability), the McKinney-Vento Federal Assistance Act of the No Child Left Behind Federal Law (homelessness), or the Age Discrimination Act of 1975 (age) may file a complaint in accordance with this complaint procedure. A violation may consist of discrimination or harassment because of one's race, color, national origin, sex, sexual orientation, disability, and/or age. If discrimination is determined to have occurred, the District will take prompt steps to prevent further occurrence.

This complaint procedure does not preclude informal resolution or restrict the complainant to file, at any time, a formal complaint with the State and Federal agencies or to seek private counsel for complaints alleging discrimination, including harassment. For more information about the District's efforts to comply with the above laws, or to file a complaint, please contact:

Dudley-Charlton Regional School District Civil Rights Officer

Kelly True, Assistant Superintendent 68
Dudley-Oxford Road
Dudley, MA 01571
508.943.6888 x282
slamarche@dcrsd.org

District community includes, but is not limited to, all students, District employees, contractors, unpaid volunteers, and other visitors.

District employee includes, but is not limited to, all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school board members, and agents of the District.

Harassment means verbal or physical conduct on the basis of race, color, religion, national origin, sex, age, sexual orientation or disability, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment.

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.

Gender Identity Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on their gender identity, including derogatory comments, insults, hostile acts, nicknames and taunting that creates an intimidating, hostile, degrading, humiliating or offensive environment.

National Origin Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

- Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Hate Crime: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, gender identity or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat or bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnic, religious or anti-gay slurs;
- Use of symbols of hate, such as a swastika or burning cross;
- Similar behavior toward others who are members of the same protected class;
- The perpetrator's protected class is different from the victim's;
- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender, gender identity or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

Retaliation

No member of the Districts' community may retaliate against any person who reports alleged discrimination or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination. It is possible to conclude that retaliation has occurred even if no violation is found in regard to the underlying complaint of discrimination.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation may be redressed through application of the same reporting, investigation, and enforcement procedures as for discrimination. In addition, a person who knowingly makes a false report may be subject to the same action that the District may take against any other individual who has been found to have discriminated. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of discrimination.

Informal Process

A complaint may be resolved through a voluntary conversation between the complainant and the party alleged to have discriminated. The conversation will be facilitated by the building administrator. If the building administrator is the party alleged to have discriminated, the Superintendent will appoint the facilitator.

If the complainant or the party alleged to have discriminated is a student under the age of 18, the facilitator will notify the student's parent/guardian if, after initial consultation with the student, it is determined to be in the best interest of the student. Both the complainant and the party alleged to have discriminated may be accompanied by a person of their choice for support and guidance.

If the complainant and the party alleged to have discriminated feel that a resolution has been achieved, the conversation may remain confidential and no further action will need to be taken. The facilitator will report the results of the informal resolution, in writing, to the Director of Student and Family Engagement.

If the complainant, the party alleged to have discriminated, or the District elects not to utilize the informal process, or feels that the informal process is inadequate or has been unsuccessful, the complaint may proceed to the formal process. Any complaint against a District employee must be addressed through the formal process.

Formal Process

- Step 1. A complainant or his/her designated representative (complainant) should file a written complaint with the Assistant Superintendent [Civil Rights Officer], or the Superintendent if the Assistant Superintendent is the subject of the complaint, as soon as possible following the alleged discriminatory incident. Upon request, the Assistant Superintendent or a person designated by the Superintendent will assist the complainant in writing the complaint.

The written complaint must detail the facts and circumstances of the incident. The written complaint will be kept in a centralized and secure location. If a student under the age of 18 is involved, the District will notify his/her parent/guardian immediately, unless, after consultation with the student, notification is determined not to be in the student's best interest.

Step 2. The Assistant Superintendent will investigate the written complaint. If the Assistant Superintendent is the subject of the complaint, the Superintendent will appoint an impartial investigator to conduct the investigation. All parties will be given full and fair opportunity to present information relevant to the issues raised under the complaint.

The investigation may include personal interviews with the complainant, the person alleged to have discriminated against, and any other individuals who may have knowledge of the alleged incident or circumstances giving rise to the complaint. In determining if alleged conduct constitutes discrimination, the investigator will consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred. The determination will be based on all of the facts and surrounding circumstances. The District may take immediate steps, at its discretion, to protect the complainant, the person alleged to have discriminated, witnesses, and District employees pending completion of the investigation.

In a timely manner, the investigation will be completed and a written report will be made to the Superintendent. The report will indicate if the complaint has been substantiated as factual and if there are violations of Districts' policies, and it will include recommendations for addressing the violations.

If the Superintendent is the subject of the written complaint, the written report will be made to the Superintendent's alternate, who is the Chair of the Regional School Committee or independent counsel.

Step 3. Following the investigation, the District will take appropriate action in all cases in which a complaint has been substantiated as factual. Any person who is determined to have discriminated shall be subject to action including, but not limited to, warning, suspension, exclusion, expulsion, education, or counseling. Action taken will be consistent with the requirements of any student handbook policy, State and Federal law, and due process procedures for students. As applicable, the District will provide a report of the investigation to the educator licensure unit of the Massachusetts Department of Education.

Step 4. The Superintendent (or Assistant Superintendent) will maintain the complaint file in his/her office. He/she will provide a written report to the party alleged to have discriminated in a timely manner after receipt of the investigator's recommendation. The report will indicate whether (a) the complaint has been substantiated as factual, and (b) there was a violation of District Policy. If there was a policy violation, the District will take appropriate action. She/he will also inform the complainant of the outcome of the investigation, i.e., whether it was substantiated or unsubstantiated.

Appeal Process

If the complaint is not resolved satisfactorily following Step 4 of the formal procedure, either the complainant or the party alleged to have discriminated may request, in writing, within seven (7) business days of being informed of the outcome that the Superintendent (or Assistant Superintendent) reconsider the outcome of the investigation. The Superintendent (or Assistant Superintendent) may, in his/her discretion, reopen the investigation and reconsider the outcome or consider the matter closed.

If the Superintendent investigated the initial complaint, or if the initial complaint was filed against the Superintendent, a person other than the Superintendent or Assistant Superintendent will conduct the appeal process.

Confidentiality

The District recognizes that, the complainant and the person alleged to have discriminated have strong interests in maintaining the confidentiality of the complaint and related information. The privacy of all of the parties, including witnesses, will be respected as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

Alternate Complaint Procedure

In addition to filing a complaint through the Districts' complaint procedure, or in place of utilizing the Districts' complaint procedure, a person may elect to exercise other options, including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies

A complaint by a student, employee or applicant for employment in which the complainant alleges discrimination on the basis of sex, race, ethnic origin or disability may be filed with the United States Department of Education, which may be contacted as follows. It may be filed in place of filing a complaint under the Districts' complaint procedure or in addition to filing a complaint under the District's complaint procedure.

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

A complaint alleging disability discrimination against a student under Section 504 may be filed with:

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

An employee or applicant for employment, who is claiming discrimination on the basis of sex, religion, race, age or ethnic origin, may file a complaint with the United States Equal Opportunity Commission, which may be contacted as follow

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
25 Sudbury Street
Boston, MA 02203

Telephone: (617) 565-3200
Fax: (617) 565-3196
TTY: (617) 565-3204

In addition, an employee or applicant for employment who is claiming discrimination on the basis of sex, religion, race, age, ethnic origin, disability or sexual orientation may file a complaint with the Massachusetts Commission against Discrimination which may be contacted as follows.

MA Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

Telephone: (617) 994-6000
TTY: (617) 994-6196

MA Commission against Discrimination
Springfield Office
436 Dwight Street, Suite 220
Springfield, MA 01103

Telephone: (413) 739-2145

Problem Resolution System Office
Massachusetts Department of Elementary
and Secondary Education (DESE)
75 Pleasant Street, Malden, MA 02148-4906

Telephone 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710
Email: compliance@doe.mass.edu

MA Department of Education
Program Quality Assurance Services
Western Massachusetts
Office Springfield State Office Building
436 Dwight Street Room B40
Springfield, MA 01103

Telephone: (413) 858-4591

Litigation

The complainant may file a lawsuit under a number of Federal or State statutes, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Equal Education Opportunities Act of 1974, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. The complainant or his/her parent/ guardian should consult with a private attorney about this option.

References:

Titles VI, VII Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Equal Educational Opportunities
Act of 1974 Age Discrimination Act of 1975
Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
Individuals with Disabilities Education Improvement Act of 2004

All employees of the Dudley-Charlton RSD are responsible for adherence to and implementation of all School Committee Policies of the DCRSD School Committee.

SC Policy: ACE

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Adoption April 10, 2019

A - Foundations and Commitments

Title II of the American with Disabilities Act of 1992 requires that no qualified individuals with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individuals is known to have a relationship or association.

Definition: A qualified individual with a "disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid and/or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" include 1) note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; 2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; 3) acquisition or modification of equipment or devices; and 4) other similar services and actions.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the Americans with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the school committee and superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its non-compliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school District receives federal financial assistance and must comply with the above requirements. Additionally, the school committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school District will comply with the above requirements of the laws and policy statements of this committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS: Rehabilitation Act of 1973, Section 504, as amended; Education for All Disabled Children Act of 1975; MGL 71B:1 et seq. (Chapter 766 of the Acts of 1972); Title II, Americans with Disabilities Act of 1992, as amended; Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

SC Policy – ACAB

HARASSMENT POLICY OF THE DUDLEY-CHARLTON RSD

Adopted December 11, 1996, Amended March 27, 2002, Amended October 25, 2006, Amended December 12, 2012, Amended April 10, 2019, Amended October 27, 2021

A - Foundations and Commitments

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Dudley-Charlton Regional School District. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States or on a school sponsored trip abroad. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations or potential legal action.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of the Title IX Coordinator or building based employees, who may include principals or their designees. The Superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. It also includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee as a condition for an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment, and sexual assault as the [Federal Clery Act](#) defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools immediately report cases of suspected child abuse orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals, these offenses and any other serious matters shall be referred to local law enforcement. Schools must treat all reports of sexual harassment seriously that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences,
- Discussion of one's sexual activities

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender diverse students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, the District will respond promptly to complaints of harassment including sexual harassment. Following an investigation where it is determined that such inappropriate conduct has occurred, the District will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the District's goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit the District's authority to discipline or take remedial action for conduct which the District deems unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because he/she has filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school District to respond when the District has actual notice of sexual harassment. School Districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision -maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators , investigators, and decision-makers being free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;

Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For PreK-12+ schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A District may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the District, or his/her designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the District shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

The District and/or schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. The District and/or schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements, shall be distributed by the Dudley-Charlton Regional School District to its students and employees and each parent or guardian shall sign that he/she has received and understand the policy.

- The Dudley-Charlton Regional School District Title IX Coordinator is Superintendent Steven M. Lamarche at 508.943.6888 x 142 and <mailto:slamarche@dcrsd.org?subject=DCRSD Title IX IMPORTANT>

School specific complaints will be received by;

- Mason Road School – Principal Jennifer Desto 508.943.4312 x 611 and jdesto@dcrsd.org
- Charlton Elementary School – Principal Laura Ramos 508.248.7774 x 251 and lramos@dcrsd.org
- Heritage Elementary School – Principal Peter Olson 508.248.4884 x302 and polson@dcrsd.org
- Dudley Elem. School – Principal Christopher Audette 508.943.3351 x610 and caudette@dcrsd.org
- Dudley Middle School – Principal Gregg Desto 508.943.2224 x1101 and erich@dcrsd.org
- Charlton Middle School – Principal Stacy Monette 508.248.1423 x1102 and smonette@dcrsd.org
- Shepherd Hill Regional High School – Principal Darren Elwell 508.943.6700 x160 and delwell@dcrsd.org

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination,
1 Ashburton Place, Room 601 Boston, MA 02108.
Phone: 617-994-6000
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109
Phone: 617-289-0111
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203

Please note the above entities have specified time limits for filing a claim.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

SOURCE: MASC July 2020

[Federal Clery Act](#)

SC Policy: A

BULLYING

Adopted March 24, 2010, Amended December 12, 2012, Amended October 9, 2013, Amended April 10, 2019

A - Foundations and Commitments

I. Policy

A. It is the policy of the Dudley-Charlton Regional School District to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community free from sexual harassment, bullying, hazing and intimidation. These terms are referenced herein as “harassment”, which is more particularly defined below. The District in the strongest possible terms condemns harassment, whether based on race, color, religion, national origin, age, gender, ancestry, disability, sexual orientation, gender identity, or any other reason.

“Bullying” is the repeated use by one or more students or school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or para-professional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

B. It is a violation of policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, to engage in or condone harassment in school, on school grounds or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when he/she becomes aware of an incident of harassment.

C. This policy is not designed or intended to, nor shall it, limit the school’s authority to take disciplinary action to take remedial action when such harassment occurs out of school, but has a sufficient nexus to school under applicable law, or is disruptive to an employee’s or student’s work or participation in school-related activities. Reports of harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when a sufficient nexus to school or school-related work exists, will result in discipline.

D. It is the responsibility of every employee, student and parent/guardian to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school District are implemented. All members of the school community are, and must act as partners in such efforts if we are to have any reasonable chance of success in preventing or

minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.

- E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive reasonably prompt and appropriate handling of the complaint. While proper enforcement of this policy foreseeably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement.
- F. The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Prohibition and Definitions

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, neither any student, nor employee nor other member of the school community shall be subjected to harassment, intimidation, bullying, or cyber-bullying in any public educational institute.

- A. Bullying is further defined as behavior that must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:
 - 1. Being offered by or through the school District; or
 - 2. During any District-related educational program or activity; or
 - 3. While in school, on or using school District property or equipment, in a school vehicle, on a school bus, at school- designated bus stops, at school-sponsored activities, at school-sanctioned events; or
 - 4. Through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute related to or provided or facilitated by the District; or
 - 5. In circumstances otherwise having a sufficient nexus with the school District.
- B. "Electronic communication" as used in this policy means any communication through an electronic device, including but not limited to a telephone, cellular phone, computer or pager.

III. Guidelines and Procedures for Investigating and Processing Harassment Claims

Harassment may take many forms. In a school District such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent's child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the District's authority to take appropriate action as to same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

- A. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
- B. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible, victim should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, considering all material information and circumstances, concludes that a violation of this policy more likely than not has occurred.
- C. Any school employee who has reasonably reliable information that would lead a reasonable person to suspect that a person may be a target of harassment, bullying or intimidation shall immediately, as a condition of employment report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each such incident and the resulting consequences, including discipline and referrals if any, to the superintendent’s office in a timely fashion and without any avoidable delay.
- D. A good faith report from a staff member is not grounds for any legal liability and, since such reports are a condition of the staff member’s employment, is considered to have been made in the course of employment for purposes of employment the Municipal Tort Claims Act, M.G.L. Ch. 258. As a result, the employee would not be subject to damages simply by reason of making such a report, and in the event of a suit based solely thereon would be covered by the school District’s insurance policy which provides defense of such suits.
- E. If an instance of student-to-student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the building principal/designee in timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the superintendent or school committee, who is presently the curriculum coordinator, shall conduct the investigation and report to the alleged harasser’s immediate supervisor.
- F. If a situation involving a charge of staff member to student harassment, as defined in Sec. II. above, is brought to the attention of any staff member, the staff member should notify the building principal immediately.
- G. Once a charge of harassment has been made, the following course of action should be taken.
 - 1. The building principal or such principal’s designee should conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

If the principal himself or herself does not conduct the investigation, he or she should review the designee's report and supporting documentation (by way of example only, any written, signed statements by the complainant setting forth the allegations, any such statement by the accused and witnesses, and any other materials such as those mentioned above), as appropriate to the then current stage of the investigation and before making any determination as to whether a violation more likely than not has occurred, and if the principal deems such necessary or advisable should conduct direct interviews himself or herself during or following such review and before making a determination.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of his/her right to have a third-party present at the time of the discussion if apt, and, in the case of a teacher, of the right to counsel if the any discussion could conceivably lead to a suspension (see, M.G.L. Ch. 71:42D).

In situations involving harassment of students, the principal should conduct an investigation with the appropriate classroom or special subject area teacher. Parents/guardians will be informed of the situation and invited to participate in resolution discussions if warranted.

Parents/guardians of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or one of them must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and her or his parent(s)/guardians will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook and not readmitted to the regular school program until the student and his or her parent(s) attend such meeting. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A satisfactory conference with the student and his or her parent(s) or legal guardian(s) must occur prior to the students' readmission.

It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the principal/designee and/or parent when appropriate. During this discussion, the offending behavior should be described by the victim and the administration. If warranted a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If circumstances do not permit a face to face meeting the administration will present the

victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The principal or his or her designee at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of any resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the agreement. The administrator shall sign the summary, and if any party to the meeting refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the principal shall keep a copy of same in her or his records.

- H. If after a resolution meeting with the involved parties, the building principal determines that further disciplinary action must be taken, the following may occur:
1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to discipline, including but not limited to counseling, suspension or expulsion.
 2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the superintendent of schools for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.
 3. In all cases where in the good faith judgment of the principal or superintendent the circumstances so warrant, a referral to law enforcement will be made. School officials will coordinate with the Dudley or Charlton police departments to identify a police liaison for harassment cases.

IV. Retaliation

In the event of retaliation in any form against any person who has made or filed, or provided any information as to, a complaint relating to harassment, any employee or student found to have engaged in same shall be subject to discipline in accordance with applicable law. In the case of an employee, discipline may be up to and including dismissal from employment, and in the case of a student may be up to and including expulsion. If warranted, a referral to law enforcement shall also be made.

V. Confidentiality

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

LEGAL REFS.: 1. Title VII of the 1964 Civil Rights Act, Section 703; 2. Title IX of the 1972 U.S. Civil Rights Act; 3. MGL Ch. 151C, Massachusetts General Laws; 4. MGL Ch. 76:5; 5. MGL Ch. 269:17, 18, 19; 6. MGL Ch. 71:82, 84; 7. MGL Ch. 258; 8. MGL Ch. 72:42D.

Policy References:

The Bullying Prevention Intervention Plan can be found on the District website at <https://www.dcrsd.org/students/bullying-prevention-intervention>

STUDENT RECORDS

Reprinted from the Department of Elementary and Secondary Education at
<https://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section=summary>

Summary of Regulations Pertaining to Student Records

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school District on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school District for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may:

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consents to a delay.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Confidentiality of Record

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

Amendment of Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school District.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers guide published by the Massachusetts Department of Elementary and Secondary Education in 1995.

Other Laws Relevant to Student Records

State Statutes

Four sections of the Massachusetts General Laws deal specifically with public school student records. They read as follows:

G.L. Chapter 71, Section 34D.

The Board of Education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the Commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept.

G.L. Chapter 71, Section 34E.

Each school committee shall, at the request of a parent or guardian of a student, allow such parent or guardian to inspect academic, scholastic, or any other records concerning such student that are kept or are required to be kept, regardless of the age of such student. Each school committee shall,

at the request of a student eighteen years of age or older, allow such student complete access to all school records relative to him or her.

G.L. Chapter 71, Section 37L

... A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

G.L. Chapter 71, Section 87

The score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.

Note: Several other sections of the General Laws also mention student records. For example, G.L. c. 22A, s. 9 requires schools to "flag" the student records of a child who has been reported as missing. These other statutes are not reproduced here, but are referenced in the Student Record Regulations.

Federal Statute and Regulations

The federal Family Educational Rights and Privacy Act (FERPA, sometimes called the "Buckley Amendment") applies to schools that receive federal education funds. FERPA requires schools to protect the privacy of student records, and gives parents and students rights including inspection and review of student records. The FERPA statute is found at 20 U.S.C. sec. 1232g. The FERPA regulations are found at 34 CFR Part 99. The Massachusetts Student Record Regulations are consistent with the FERPA statute and regulations.

Last Updated: February 8, 2005

SC Policy IJNDB

STAFF TECHNOLOGY ACCEPTABLE USE

Adopted Date: 06.25.2014

The purpose of the Dudley-Charlton Regional School District’s Staff Technology Acceptable Use Policy is to provide guidelines for using District technology resources while complying with the Children’s Internet Protection Act (CIPA), the Children’s Online Privacy Protection Act (COPPA) and other District policies, as well as all federal and state laws.

For purposes of this policy, “staff” refers to all Dudley-Charlton Regional School District employees, contracted service personnel, and any volunteers working within the District or schools. It is the responsibility of the staff to read, understand, and abide by the rules of this Acceptable Use Policy.

In addition, “technology resources,” “computers,” “network infrastructure,” and “cloud computing” all refer to any and all equipment, services, or online resources, in whole or in part, owned, maintained, installed, or operated by or contained within the buildings or managed by the Dudley-Charlton Regional School District.

Amendments and modifications to this policy may be approved by the school committee from time to time and will be posted for viewing.

I. Introduction

This Acceptable Use Policy shall serve as a statement on the appropriate use of any and all technology resources available to staff of the Dudley-Charlton Regional School District including, but not limited to, District owned computers, tablets, printers, network, electronic mail system (e-mail), District provided websites, cloud computing technologies, and Internet access. It is the Dudley-Charlton Regional School District’s goal to promote educational excellence with the assistance of these technology resources. This Acceptable Use Policy addresses many state requirements intended to ensure the integrity of personal information as outlined by the Massachusetts personal privacy laws and is also necessary to obtain E-rate financial assistance.

II. Responsibilities and Expectations

A. Security and Passwords

The Dudley-Charlton Regional School District has a legal duty to reasonably protect all personal data (staff and student) in the District’s possession from unauthorized disclosure. To that end, all staff must uphold any and all security methods that have been developed to protect this sensitive data.

Under no circumstances should staff divulge their personal account password to anyone for any reason or attempt to access someone else’s personal accounts. There are management software and or directory information exceptions and credentialed education software exceptions for the strict purpose of teaching in the Dudley-Charlton RSD. All passwords are unique and are the first and most important security measure in place to protect files and computer access. If, at any time, a password or computer has been compromised or even suspected of being compromised, staff must contact the District IT Department immediately.

Computers should never be left “unlocked” while unattended. Staff must lock or log out of their computers when not in use in order to protect confidential data and files. All District managed computers will automatically lock after twenty minutes of inactivity. Students are not allowed to use staff accounts under any circumstance. If staff chooses to allow a student to use their computer, the staff member must log out so the student can log in with a “student” account. Staff should not display personal data on their computers if there is a chance that it could be seen by others who are not authorized to view that data. Staff should limit the amount of school related data that leaves any school building to the minimal amount absolutely necessary for a staff member to perform his or her essential job functions. This data, whether residing on laptops, USB drives, email attachments, or any other method of transport, must be reasonably protected from loss or theft. Staff has an even greater responsibility to safeguard any information transported outside of our buildings so that it remains confidential.

B. Internet Access

The Internet is provided to staff as an educational resource and it is the Dudley-Charlton Regional School District’s intention that the use of the Internet be for that purpose and not for personal use. Internet access provides a vast array of immediately accessible, invaluable resources. Along with this substantial educational benefit comes the potential to access online resources that include information or material that lacks educational value and can be inaccurate, controversial, objectionable, offensive, defamatory and even illegal.

The Dudley-Charlton Regional School District does not condone the access or use of inappropriate materials at any time and prohibits the use of District technology resources to access such material. The District filters the content of many of these inappropriate resources but it is ultimately the responsibility of the staff to assure that any access of material is appropriate for educational use. Therefore, all staff will be held responsible for ensuring that their activities conform to this acceptable use policy. Under no circumstances should staff attempt to access websites that are blocked by District content filters by attempting to bypass the filters using various methods including, but not limited to, proxy services, VPN connections or other software. If a staff member feels that a website should not be blocked, they should submit a request through the District IT department’s help desk system to have the website reviewed.

C. Social Networking, Blogs, Personal Websites and Forums

The Dudley-Charlton Regional School District prohibits staff from publishing content of any kind to any social network, non-District supplied blog, or online message forum while using the District’s technology resources. Exceptions to this rule may be granted to specific school-related activities only with express, written permission from the respective building principal.

Staff should be aware that their online behavior, whether posting as a staff member or on their own personal time, has the potential to reflect negatively upon the District and to lead to disciplinary action where warranted. While the District recognizes the division between school and personal activities, staff is reminded to be cautious and to consider the ramifications of any public posting (including without limitation any text, image or link thereon) and how it might affect their professional reputation and that of the District, and their future. Under no circumstance should any posting be represented as an official Dudley-Charlton Regional School District position or opinion absent specific, written authorization to do so. Staff must review and abide by all other District policies, including those concerning the use of social networks.

D. Dudley-Charlton Regional School District Websites

The Dudley-Charlton Regional School District's websites have been established to communicate events and information to staff, students, parents, and the community. In order to provide the proper message to the community, staff is required to abide by common sense guidelines when posting content on District websites (as with any posting on the Internet). Any such posting should be educationally related, responsibly developed, professionally delivered, and correct for the target audience. Links to off-site resources that are not controlled by the District should be scrutinized thoroughly and on a regular basis to ensure they remain appropriate. In order to maintain the safety of Dudley-Charlton Regional School District's students, use of student work, pictures of students, or any other information that would allow for the identification of any student is strictly forbidden without the express, prior, written permission of the parent(s) or guardian(s) of the student. All information about students posted online must comply with the District's policy on student records, the Federal Family Education Rights and Privacy Act, and any other applicable state and federal laws.

All online content may be inspected without notice to ensure that it conforms to this acceptable use policy as well as local, state, and federal laws. Any content that does not meet these requirements will be removed immediately and notice given to the staff member responsible. Such removal and notice shall be in addition to any other remedy the District may have as to inappropriate material, all of which the District expressly reserves.

E. Dudley-Charlton Regional School District Instant Messaging

Communications by Dudley-Charlton Regional Schools District provided Instant Messaging is continuously logged by the District. Since all electronic communication is subject to the requirements of M.G.L. Chapter 66 and therefore a public record unless exempted as such by very limited statutory or judicially-recognized exceptions or privilege, a copy of the message log must be maintained and archived.

F. Dudley-Charlton Regional School District Email

All Dudley-Charlton Regional School District staff is assigned an email account for the sole purpose of communicating during the course of their employment with other staff, peers, parents/guardians, and in specific cases, students. District email must not be used for any personal, non-school related purpose. All email messages sent and received, including any attachment(s), are subject to the requirements of M.G.L. Chapter 66 and are not considered to be private. Therefore, all emails sent and received, including attachments, are considered part of the public record and will be treated as such as required by law. All email messages are archived to conform to these requirements.

When communicating by email, staff members are deemed to be representing the Dudley-Charlton Regional School District in an official capacity. All communication should be professional, respectful, and appropriate. Under no circumstances should any information be conveyed by email that would risk divulging any personal information. All communications must conform to any and all confidentiality guidelines as well as local, state, and federal laws.

Staff is expected to use common sense and reasonable care when replying to or forwarding any email communication so that only the appropriate recipients will receive the information it contains and to ensure that all confidentiality is maintained.

All school-related email communications must be sent through staff school email accounts; staff is not allowed to use their personal accounts for school business. Staff email accounts are accessible from any Internet-capable computer and should be used even when working off school premises on school related business.

Email messages to students, when such are necessary, should be classroom related topics only. Staff must be cautious with any email communication that strays from the educational subject area and must notify their building principal of any such instance that occurs as soon as feasible. For student crisis emails, e.g., threats of harm to self or others, staff must immediately contact school administration during the school day or emergency services outside of the school operational hours.

G. Dudley-Charlton Regional School District Student Information System

The Dudley-Charlton Regional School District uses a student information system (SIS) to track student demographics, grades, attendance, and other confidential information. Staff is required to maintain a strict, high level of confidentiality with all information contained within this system as required by District policy and state and federal regulations.

Under no circumstance may staff allow access to the SIS information by an unauthorized user. This includes, but is not limited to, casual or “over the shoulder” viewing of computer displays, unattended computers or print outs, or failure to log out of the SIS when not in use. Staff is forbidden to use any data contained within the SIS for unauthorized use such as, but not limited to, sharing contact information, disclosure of health or legal alerts, divulging information to a non-custodial parent other than in accordance with law, or any other use that violates local, state, or federal confidentiality.

H. Dudley-Charlton Regional School District Equipment

The Dudley-Charlton Regional School District supplies technology resources and equipment to its staff for educational purposes. Use of these resources or equipment for recreational, personal, commercial, or other non-educational purposes is strictly forbidden. Staff shall bear full responsibility and liability, whether legal, financial, or otherwise, for their actions when using the District’s equipment.

In addition, staff will not intentionally cause any adverse effect upon or performance of any equipment or network, including, but not limited to, intentional damage, failure to protect equipment from potential damage, deleting another person’s files, storing unnecessarily large files (such as music, pictures or videos), installation of unauthorized software, or any other action that would cause failure or deteriorated use of the District’s equipment. Staff is required to immediately notify the District IT Department if they have identified a possible security problem so the appropriate measures can be taken by the District IT Department to rectify the situation. Staff will not reconfigure devices in any way that will prevent the District IT Department from managing or monitoring the device. This includes, but is not limited to, removing or replacing the operating system or configuring the device to “dual boot” multiple operating systems, installing software firewalls or other security software for the purpose of blocking connectivity to the device by the District IT Department or changing system settings from their default “managed” configuration. Staff may install software on their device as long as the appropriate licenses have been purchased and the software does not interfere with any other District software or abrogate any District policy or any law.

I. Personal Devices

Staff is allowed to connect “personal” devices including laptops, tablets and cell phones to the Dudley-Charlton Regional School District’s “Guest” wireless networks, provided the devices are used as an educational resource and all activities conform to this acceptable use policy. “Personal” devices are defined as any device not owned by the Dudley-Charlton Regional School District. Should staff decide to bring in “personal” devices, they do so at their own risk. The Dudley-Charlton Regional School District is not responsible for lost, stolen or damaged “personal” devices. Staff should understand the District IT Department will provide no technical support or assistance for “personal” devices. This includes, but is not limited to, wireless connectivity issues, virus/malware infections, loss of data, hardware and software issues. Staff should understand that all “Guest” wireless network traffic is filtered, logged and monitored. Staff should also understand that unauthorized use of resources through this access may give rise to a claim for damages and/or be a criminal offense. Connecting “personal” devices including, but not limited to, computers, tablets, network printers, wired or wireless routers, switches, wireless access points/extenders or network scanners to “non-guest” wired or wireless networks is not allowed. However, staff may connect some “personal” peripherals such as mice, keyboards, and USB connected printers and scanners directly to District owned computers with the understanding that the “personal” peripherals will not be supported by the District IT Department.

III. Privilege

The use of Dudley-Charlton Regional School District technology resources is a privilege, not a right. Therefore, the District offers no guarantee of availability of any technology resource or equipment. The use of any or all technology resource or equipment may be revoked, either temporarily or permanently, for any reason outlined in this Acceptable Use Policy or for other, good cause.

IV. Intentional Violations

The Dudley-Charlton Regional School District is aware that violations of this policy may occur under circumstances where the staff is involuntarily routed to websites containing inappropriate information or material. Upon arriving at such websites, it is the responsibility of the staff member to immediately exit such site as quickly as possible. The District is also aware that commercial vendors and other individuals may secure E-Mail addresses of staff members and use these addresses to propagate or otherwise deliver viruses, worms, commercial advertisements, solicitations, etc., under circumstances where the staff member has no control, intention, or desire to access or transmit the offending information or material. Accordingly, disciplinary action under this policy shall only result from a knowing or intentional violation of this policy.

Notwithstanding, the Dudley-Charlton Regional School District reserves the right to discipline any staff member for a violation of this policy where it is apparent that the staff member knew, or should have known, that a violation of this policy was likely to occur as a result of the action, or inaction, of the staff member in question. As soon as possible, staff shall delete the unwelcomed material and remove it from the District’s computer systems, unless the preservation of such material is necessary to pursue disciplinary or legal action against the staff member or another staff member or student. Further, staff should take appropriate steps to discourage and/or prevent further unwelcomed deliveries or transmissions, including, if necessary, reporting the situation to the District IT Department so that appropriate steps can be taken to prevent further violations of this policy, be they knowing, intentional or inadvertent and unintentional.

V. Disciplinary Actions

Staff violation of this Acceptable Use Policy and/or other Dudley-Charlton Regional School District policies shall result in, but is not limited to, one or more of the following:

- Restriction, suspension or revocation of access privileges
- Written warnings or a letter of reprimand in the personnel file
- Other remedies, such as suspensions and terminations as covered under Massachusetts law
- Referral to the appropriate legal authorities for possible criminal prosecution
- Civil liability

The District will cooperate fully with local, state and federal officials in any investigation related to any illegal activity conducted through the use of the District's technology resources. In the event there is a claim that a user has violated this policy in using the technology resources, he/she will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.

VI. Privacy

Staff has no right of privacy with regard to their use of the Dudley-Charlton Regional School District's technology resources, which includes but is not limited to, District computers, network, electronic mail system (e-mail), websites and Internet access. The District retains ownership and possessory control of its technology resources. The Dudley-Charlton Regional School District does not guarantee, and staff should not have any expectation of, confidentiality, privacy, security or ownership of the content of any information accessed, sent, received, created or stored thereon. All staff should realize that electronic communications and other information sent through the Internet are accessible by third parties, specifically the Internet Service Provider.

The District networked technology resources are maintained and managed by the District IT Department in such a way as to ensure its availability and reliability in performing the Dudley-Charlton Regional School District educational mission. Staff are advised that a system administrator or other authorized District staff member may, at any time, without advance notice to staff, monitor, access, modify, remove, review, retrieve and/or disclose the subject, content and appropriateness of any and all information stored or transmitted on District technology resources, including information that may have been deleted but still exists on the system. All staff is put on notice that deleted messages may be retrieved or restored at any time. During routine maintenance the District IT Department or designee may delete files stored on any of the District technology resources.

The Dudley-Charlton Regional School District reserves the right to record all Internet addresses and electronic communications accessed by staff. Likewise, the District has the right to determine what information is posted on its website and it will routinely monitor all technology resources in order to maintain their integrity and to ensure compliance with this policy. Any and all violations of this policy detected by the District IT Department will be reported to the school principal or appropriate District Administrator for disciplinary action.

VII. Liability

The Dudley-Charlton Regional School District makes no warranty of any kind, whether express or implied, for the technology services it is providing. While the District will make reasonable efforts to preserve data, the responsibility for it lies with the staff. Staff should regularly backup all-important files to removable media so they are protected and can be restored in the event of a hardware failure. The District will not be held responsible for any damages staff may suffer, including but not limited to, loss of data resulting from delays, non-deliveries or service interruption caused by its own negligence or a staff member's errors or omissions. The District will not be responsible for financial obligations arising through the unauthorized use of the system. The Dudley-Charlton Regional School District specifically denies and disclaims any responsibility for the accuracy or quality of information obtained through its technology resources. All staff must fully understand that the use of any information obtained through the Internet is at their own risk. To the extent that use of such District resources is not required as a condition of employment with the District, each staff member in choosing to make such discretionary use shall be deemed to have released and waived any and all claims and entitlement as to any loss, damage or expense arising out of or in connection with such use.

VIII. Copyright and Other Proprietary Materials

It is the intent of the Dudley-Charlton Regional School District to adhere to the provisions of the U.S. Copyright Act, and the license agreements and/or policy statements contained in software packages or other resources used by the District. All staff shall respect the copyright and proprietary interest of any materials accessed through District technology resources. Staff may not duplicate copyrighted materials, graphics or software, including school owned software, without permission from the copyright holder, unless the use falls within the legal parameters of the Fair Use Doctrine, whether for personal use or for the use of others. The improper duplication or use of copyrighted materials is a violation of this policy and is subject to disciplinary action, as well as possible civil liability and criminal prosecution.

IX. Complaints

Should any concerns arise regarding violations of this policy, the school principal or appropriate District administrator shall document all complaints in writing and shall conduct an investigation of the complaint and report to the superintendent any disciplinary action taken.

Staff who are disciplined as a result of this policy have the same appeal procedure as any disciplinary action, which is through the school principal or appropriate District employee, the superintendent or as outlined in their respective collective bargaining agreement.

X. Enforcement

The Dudley-Charlton Regional School District uses technology protection measures (such as web content filters, firewalls, etc.) to filter or block Internet access to some websites that are not in accordance with District policy. The technology protection measure that blocks or filters access may be temporarily disabled by appropriate personnel upon request for bona fide research purposes by an adult. Websites that are blocked yet are educationally appropriate and not in violation of District policy can be unblocked if reported to the District IT Department. Only the District IT Director or his/her designee will have the authority to modify content filters, and the decision as to any such modification lies in the

sound discretion of such Director. Logs created by any technology device can be used for the purposes of detection, identification, and enforcement of any part of this policy, as well as any other lawful purpose.

XI. Exemptions

The Dudley-Charlton Regional School District recognizes that the job requirements of several staff positions may conflict with the specific language of this Policy. Accordingly, the superintendent may exempt such positions from portions of this policy as deemed necessary to carry out their individual responsibilities. It shall be the responsibility of superintendent to identify the specific sections of the policy that are inapplicable. An addendum shall be attached to the employee's signed Acceptable Use Agreement Form indicating the nature and extent of the exemption. Among the positions recognized as entitled to an exemption are superintendent, building principals, finance director, office support staff and District IT Department. Appropriate personnel will monitor use of the Internet to ensure enforcement of the policy.



Dudley-Charlton Regional School District
Staff Technology Acceptable Use Policy Agreement Form

All staff is required to return a signed copy of this form to the District office prior to using any Dudley-Charlton Regional School District technology resources.

1. I acknowledge that I have received, read, and fully understood the Dudley-Charlton Regional School District's Technology Acceptable Use Policy and that I agree to abide by the policies within.
2. I fully understand that use of the Dudley-Charlton Regional School District's "technology resources", including, but not limited to, District owned, tablets, printers, network, electronic mail system (e-mail), District provided websites, cloud computing technologies, and Internet access are provided for educational purposes only.
3. I understand that any violation of the Dudley-Charlton Regional School District's Technology Acceptable Use Policy may result in the restriction, suspension or cancellation of access privileges and may result in other disciplinary action, civil liability or criminal prosecution by the appropriate authorities.
4. I understand that if I choose to bring in personal devices, I do so at my own risk. I understand the Dudley-Charlton Regional School District is not responsible for lost, stolen or damaged personal devices. I also understand the District IT Department will provide no technical support or assistance for personal devices.
5. Amendments and modifications to this policy may be approved by the School Committee from time to time and will be posted for viewing.

Staff Signature: _____ Date: _____

Staff Name: _____ (please print)

SC Policy IJNA

SCHOOL AND DISTRICT WEB PAGES

Adopted Date: 01.09.2013

The Dudley-Charlton Regional School District realizes the potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, and school community related activities. Therefore, the District will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides; the committee authorizes the creation of a District and/or an individual school web page on the Internet.

Only those web pages maintained in accordance with committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a District or school web page must accurately reflect the mission, goals, policies, program, and activities of the school and of the District. The web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents/guardians, and staff in schools.
2. Public information – intended to communicate information about the schools to students, staff, parents/guardians, community, and the world at large.
3. Schools' technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The superintendent shall designate an individual(s) to be responsible for maintaining the official District web page and monitoring all schools' web page activity. A principal shall make such designation for an individual school. Schools or departments that wish to publish a web page must identify an appropriately qualified publisher and/or author.

As with all instructional materials or publication used by or representing the District or the individual schools, the principal or superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the web site. Concern about the content of any page(s) created by students or staff should be directed to the principal or to the Superintendent's office when related to the individual schools' web site.

Web sites developed under contract for the District or within the scope of employment by the District employees are the property of the District.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis, or more frequently if required.

SC Policy EDC

SOCIAL NETWORKING

Adopted Date: September 14, 2011, Amended July 16, 2014

1. Internet Acceptable Use Policy still in force

This policy is adopted in addition to, and not as a substitute for, the Dudley-Charlton Regional School District's Internet Acceptable Use Policy, IJNDB and IJNDBA, which governs the use of the school District's technological resources.

2. General Concerns

The Dudley-Charlton Regional School District recognizes the proliferation and, in some instances, usefulness of online conversation between staff members and students or between staff and students' parents/guardians. However, due to the nature of social networking sites, there exists a risk that, without care and planning, appropriate boundaries may not be maintained between one's professional life and personal life, and between staff and students. Staff members must always be mindful of how they present themselves to the world online and otherwise.

Should a staff member *friend* a student on Facebook, subscribe to a student's Twitter account, regularly engage in email chat with a student, exchange text messages with students, or engage in other electronic communication, the District is concerned, and the staff member should be concerned, that such activities may undermine the staff member's authority to maintain discipline, may encourage inappropriate behaviors and may compromise the staff member's ability to remain reasonably objective in dealings with his/her students and the assessment of these students. As District staff, we should also be mindful of the risks posed to students' and others' rights of privacy and confidentiality, to other staff members, and to the District in the event of unreasonable or illegal breach of such rights, whether intentional or caused by a failure to exercise due care.

3. Expectations of Staff

With these concerns in mind, the District has adopted and will publish this Social Networking Policy so as to clearly inform the staff and others of the District's expectations and requirements concerning staff members' use of social networks such as Facebook, LinkedIn, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, a staff member should carefully familiarize himself or herself with the features of any such account. For example, Facebook requires account holders to take specific steps to privatize the information they place online. Staff must educate themselves to these features of Facebook or any other social networking site selected. Staff will be held responsible should any information intended to be private become public due to ignorance of the features of the social network he/she has decided to use or his/her failure to properly use such features.

2. District staff must also know that any information intended to be shared privately with a recipient could be redistributed by such recipient, or become public due to the staff member's knowledge or consent. The same principles that apply to in- person or written communication must be applied to online and other electronic communication. In essence, nothing posted online or electronically communicated is ever truly private.
3. Employees of the District are required as a condition of employment to keep the boundary line between professional life and personal life clearly drawn. Despite the proliferation of social networking sites, the District maintains the expectation that its staff members will exercise the requisite forethought in all electronic communications to be sure that the aforementioned boundary line never becomes blurred.

For example, if the District does not maintain a web portal for communications with students and families and a staff member wishes to establish a Facebook account through which he or she will communicate, he or she should establish a Facebook identity that is separate from his/her personal Facebook identity. He/she must use his/her educational Facebook account, exclusively, to communicate with students and their families on matters directly related to education being provided by the District. The *friends* associated with such educational Facebook account should be limited to members of the educational community, such as administrators, teachers, students, and parents/guardians of such students. Staff members must reject *friend* requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communication, staff members must maintain student privacy rights and the rights of employees and others to have their personal and medical information kept confidential. Information that is protected by law from disclosure to third parties shall not be communicated in a way that unreasonably exposes such information to access or retrieval by those third parties. (For example, no such information shall be sent online or by other electronic communication unless adequately encrypted.) By way of illustrative example only, a staff member shall not post confidential student information on the *wall*, the information section or any part of an educational Facebook account that may be accessible to another staff member's Facebook friends associated with that account. If a staff member wishes to communicate on matters directly related to education provided by the District privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.
5. As to any matter relating to education the District is providing a student, staff members are to communicate electronically with students and parents/guardians only through school-based resources, such as school-provided email or web portal accounts. Use of one's personal email account to discuss school business with students and parents/guardians is prohibited. It should be noted that when a staff member uses his/her personal email account the communication falls within the provisions of the Massachusetts Public Records Law as well as being subject to discovery in litigation in certain circumstances. As one consequence (among others), all the staff member's personal emails would have to be searched in the event of public records request, and in the event of ambiguity much of the staff member's personal communication could well become public. Such use of personal email also prevents the archiving of such messages through the District's automatic email archiving system and might well result in a staff member and/or the District having to conduct a very expensive and time-consuming search in response to such a request.

Staff is also discouraged from using home telephones and personal cell phones to communicate with students and their families. The provisions in #5 above, except to the extent that a particular telephonic communication does not generate a written document, apply to telephonic communication as well. And staff members at all times must bear in mind that cellular telephones do not provide secure communication, but on the contrary are susceptible to being intercepted or inadvertently overheard by third parties at any time. No conversation relating to a confidential matter shall ever be conducted by cellular telephone except in case of an immediate emergency which precludes any other reasonable method of communication, and in the event of such an emergency communication the staff member shall prepare and submit to his or her immediate supervisor, without any avoidable delay whatsoever a written report detailing in full the need for and content of the communication.

6. If a staff member were to inadvertently convey a school-related message to a student or parent/guardian on the staff member's private account, the staff member must save such email to his/her school email account or print and save a paper copy of such email and file it in the appropriate school file, and maintain its confidentiality as he/she would any other document concerning that student. Any document created or received by a public employee in his or her capacity as such is subject to Commonwealth and federal laws regarding retention and disclosure except as specifically exempted under the public records law, as well as to discovery by court order in certain circumstances.
7. No matter what medium of communication a staff member selects, he/she should adhere to appropriate staff member/student boundaries. Staff members are role models, not students' friends. District employees are expected to always conduct themselves in accordance with this understanding.
8. This policy is not intended to infringe upon a staff member's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of your job duties. However, when District employees speak via social networking sites or tools on matters concerning work, they speak as employees and not as citizens, and certain restrictions apply to their freedom of expression. Those restrictions are intended to preserve student safety and confidentiality, and to maintain an employee's status as a staff member who should: (a) command and receive the respect of students, (b) be able to maintain order and discipline in the classroom, and (c) remain objective with respect to their students.
9. The District has, expressly reserves, and in any situation it deems appropriate will exercise: (a) the requisite authority to monitor all communications which arise out of or in connection with one's position as an employee, including all such referenced above in the manner permitted by law; and (b) its right to take appropriate disciplinary action, up to and including discharge from employment, due to inappropriate behavior, such as failure to adhere to the standards and limitations set forth in this policy, including by way of example only, any such which undermines an employee's authority or ability to instruct or maintain control and discipline of students, compromises his/her objectivity, or is harmful to a student's safety or best interest. The District also reserves the right to advise appropriate legal officials of any violation of law. Employees should also be mindful at all times that any inappropriate communication may give rise to liability for oneself (e.g., for defamation or unreasonable invasion of privacy) and that the District could be sued in connection with same and thus incur costs of defense and other possible loss and expense. Any staff member who becomes aware of a violation of this policy should immediately notify his or her immediate supervisor of same.

10. Staff members should not access their private Facebook or other social networking accounts using school District computer resources.
11. When communicating as an employee of the District, or concerning any subject matter which falls, or which a person could reasonably perceive as falling, within the ambit of one's duties as such an employee, one must be aware that a reader may assume that he or she speaks for the District or may judge the quality of the education provided by the District based thereon. Therefore, all communications in any such circumstance must be professional at all times and must not reflect negatively on the services which the District provides any student nor communicate any information which the employee knows, or with reasonable care should know, is inaccurate.
12. In the use of a Facebook account or other social networking site or blog, a District employee may not, without express permission from the superintendent of schools or his/her designee, use the school's logo, likeness, or any school photograph or other property belonging to the school, nor, in violation of the law, post or include any material protected by copyright or trademark. In no event shall a District employee include in any communication or posting on such an account or site, information which would allow a third party to ascertain information about a student which might place the student at risk. By way of example only, this would include a student's photograph with identifying information such as address, telephone number, birth date, school that the student attends, etc.

(No reference to Facebook herein is intended to limit application of the policy's provisions to use of that program. All online, electronic, or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications, so this policy is to be broadly construed in such a way as to effectuate the purposes expressed in Section 2 above and expressed in or reasonable to be inferred from other sections of the policy.)

M.G.L. c. 149 s. 185 WHISTLEBLOWER PROTECTIONS

An employer shall not take any retaliatory action against an employee because the employee does any of the following:

1. Discloses, or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the employer, or of another employer with whom the employee's employer has a business relationship, that the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment;
2. Provides information to, or testified before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation promulgated pursuant to law, or activity, policy or practice which the employee reasonably believes poses a risk to public health, safety or the environment by the employer, or by another employer with whom the employee's employer has a business relationship; or
3. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment.

(c)(1) Except as provided in paragraph (2), the protection against retaliatory action provided by subsection (b) (1) shall not apply to an employee who makes a disclosure to a public body unless the employee has brought the activity, policy or practice in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment, to the attention of a supervisor of the employee by written notice and has afforded the employer a reasonable opportunity to correct the activity, policy or practice.

(2) An employee is not required to comply with paragraph (1) if he: (A) is reasonably certain that the activity, policy or practice is known to one or more supervisors of the employer and the situation is emergency in nature; (B) reasonably fears physical harm as a result of the disclosure provided; or (C) makes a disclosure to a public body as defined in clause (B) or (D) of the definition for "public body" in subsection (a) for the purpose of providing evidence of what the employee reasonably believes to be a crime.

(d) Any employee or former employee aggrieved of a violation of this section may, within two years, institute a civil action in the superior court. Any party to said action shall be entitled to claim a jury trial. All remedies available in common law tort actions shall be available to prevailing plaintiffs. These remedies are in addition to any legal or equitable relief provided herein. The court may: (1) issue temporary restraining orders or preliminary or permanent injunctions to restrain continued violation of this section; (2) reinstate the employee to the same position held before the retaliatory action, or to an equivalent position; (3) reinstate full fringe benefits and seniority rights to the employee; (4) compensate the employee for three times the lost wages, benefits and other remuneration, and interest thereon; and (5) order payment by the employer of reasonable costs, and attorneys' fees.

(e)(1) Except as provided in paragraph (2), in any action brought by an employee under subsection (d), if the court finds said action was without basis in law or in fact, the court may award reasonable attorneys' fees and court costs to the employer.

(2) An employee shall not be assessed attorney's fees under paragraph (1) if, after exercising reasonable and diligent efforts after filing a suit, the employee moves to dismiss the action against the employer, or files a notice agreeing to a voluntary dismissal, within a reasonable time after determining that the employer would not be found liable for damages.

(f) Nothing in this section shall be deemed to diminish the rights, privileges or remedies of any employee under any other federal or state law or regulation, or under any collective bargaining agreement or employment contract; except that the institution of a private action in accordance with subsection (d) shall be deemed a waiver by the plaintiff of the rights and remedies available to him, for the actions of the employer, under any other contract, collective bargaining agreement, state law, rule or regulation, or under the common law.

(g) An employer shall conspicuously display notices reasonably designed to inform its employees of their protection and obligations under this section, and use other appropriate means to keep its employees informed. Each notice posted pursuant to this subsection shall include the name of the person or persons the employer has designated to receive written notifications pursuant to subsection (c).

CONFIDENTIALITY CONCERNING IEPs AND 504 ACCOMMODATION PLANS

All documents pertaining to the student are confidential including IEPs and 504 Plans. It is important that this confidentiality is respected as every IEP and 504 includes information relevant to the student's performance and disability. Psychological and related reports may also be included in the file. These documents are written annually and are updated throughout the year as needed.

All discussions and information shared during an IEP or 504 meeting is confidential. All comments and conversations in the student support services department are confidential and should not be discussed with others. Specific concerns regarding a student should not be discussed with anyone outside the school setting who is not directly involved with the student unless the parent has provided a written consent or release of information. Any discussions and/or recommendations regarding a student's IEP/504 Plan should only occur within the context of the Team meeting

MANDATORY REPORTING

Under MGL c. 119 §51A it is mandatory for school personnel to report child abuse and neglect to the Department of Children and Families. Please notify the principal or her/his designee when there is reasonable cause to suspect that a student under the age of 18 is suffering physical or emotional injury resulting from: 1) abuse, including sexual abuse, which causes harm or substantial risk of harm to the child's health or welfare; 2) neglect, including malnutrition, or 3) physical dependence upon an addictive drug at birth.

A copy of G.L. c. 119 §21 may be found at: <http://www.mass.gov/legis/laws/mgl/119-51a.htm>.

MANDATORY TRAININGS

| Required Staff Training | |
|---|---|
| <i>Required Training First 30 days of School Year</i> | |
| 1 | Special Education and 504 regulations and DCRSD policies/procedures (start of the school year) |
| 2 | Family Educational Rights and Privacy Act (FERPA) |
| 3 | Accommodating diverse learning styles (inclusion and transition planning) and methods of collaboration between staff to support students with disabilities (include EL students as best practice and Individualized Education Planning) -Special Education Coordinators |
| 4 | Discrimination and harassment on the basis of students’ race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting. (Equal Education Opportunity and Title Laws) |
| 5 | Physical Restraint Regulations and District policies/procedures |
| 6 | Bullying- all staff, including cafeteria workers, custodians, transportation providers |
| 7 | McKinney-Vento |
| 8 | Mandated Reporter (51A) - independently completed |
| 9 | DCRSD - Life Threatening Allergies and Universal Precautions |
| <i>Additional Required Trainings</i> | |
| 10 | Building Specific Trainings - e.g. diabetes awareness, student discipline |
| 11 | Ethics - every other year - independently completed |
| 12 | Suicide - every third year - independently completed |

PROHIBITION AGAINST TEEN DATING VIOLENCE

Per M.G.L. 71 § 2C Dudley-Charlton Regional Schools prohibits dating violence on school grounds, at a school sponsored event, or at a school related activity, function, or program.

All complaints or reports of any alleged teen dating violence incidents on or off school grounds involving an enrolled student will be documented and promptly investigated per the appropriate entity, e.g. law enforcement.

STAFF ATTENDANCE REVIEW PROCEDURES

Standards and Indicators of Effective Teaching Practice identify consistent attendance as an indicator of effective teaching practice – **Indicator IV-F Professional Responsibilities 2. Reliability & Responsibility.**

If necessary, whenever an employee exceeds five occurrences of absence or establishes a pattern due to their use of sick leave* the principal of the building to which they are assigned may conduct a non-disciplinary attendance review subject to the following terms and conditions:

1. An occurrence of absence is defined as any absence of one or more consecutive days regardless of duration.
2. Although no discipline will result from the meeting, a union representative may be present at the employee's option.
3. The following topics will be discussed at the meeting:
 - a) Any assistance which the bargaining unit member believes might help avoid future absence. However, this provision creates no requirement that the employee request such assistance and/or that the employer grant the assistance requested;
 - b) Any anticipated future absences in the current school year;
 - c) Steps which may be taken to ameliorate the effects of absences on the students for which the unit member is responsible; and
 - d) An expression by the Principal as to specific concerns, if any, which the Principal has concerning the unit members' past absences or anticipated future absences. The unit member is not expected to reply to any such concerns at this meeting.
4. Once a staff member has been absent for three consecutive absences, the building administrator will notify the Superintendent.
5. Weekly attendance will be reviewed by the designated Administrative Assistant responsible for Substitutes Online and the building Principal.

*Staff members should reference their Collective Bargaining Agreement for additional information on Article XII Sick Leave, Article XIV Temporary Leaves, and Article XV Extended Leaves

LEAVE FOR DOMESTIC VIOLENCE VICTIMS

[Massachusetts General Law c.209A](#) mandates that public and private employers with 50 or more employees grant up to 15 days of unpaid leave in any 12-month period if the employee or a covered family member of the employee is a victim of abusive behavior. Covered employers are required to notify employees of their rights and responsibilities under the law.

Key features related to employee rights and responsibilities include the following: 1) the leave must be directly related to the abusive behavior, including, for example, seeking medical attention, counseling, victim services or legal assistance; 2) employees are required to exhaust all available leave before using the unpaid domestic violence leave, unless this requirement is waived by the employer; 3) employees cannot lose any benefits accrued prior to the leave and employees are entitled to restoration of their original job or an equivalent position; 4) employees must provide employers with advance notice of their decision to utilize the leave unless a threat of imminent danger exists; and 5) employees who fail to give advance notice of the decision to utilize leave are required to notify the employer within three work days that the leave is being taken under the law.

Key features related to employer rights and responsibilities include the following: 1) employers cannot take any negative action against employees with unauthorized absences if, within 30 days of the last absence, the employee submits documentation that the absence was due to domestic violence; 2) employers may require documentation showing that the employee or the employee's family member has been a victim of abuse; and 3) employers may not retaliate or discriminate against employees for exercising their rights under the law.

The law is enforced by the Attorney General, who can seek injunctive and equitable relief against violators of the law. Additionally, employees may bring private enforcement actions under the same enforcement provisions used to pursue private claims for violations of the Massachusetts wage and hour laws. As a result of the passage of the new law, covered Massachusetts employers will need to develop domestic violence leave policies that comply with the law, update their employee handbooks, and educate their employees on the new leave requirements.

FAMILY MEDICAL LEAVE ACT (FMLA)

What is FMLA?

FMLA provides eligible employees up to 12 weeks of unpaid leave for their own serious illness, birth or adoption of a child, or the care of a seriously ill child, spouse or parent. FMLA also provides up to 26 weeks in a single 12-month period for military caregiver leave for employees caring for a parent, spouse, child or “next of kin” who is a “covered service member” with a serious injury/illness incurred in the line of duty. FMLA also provides up to 12 weeks of leave to parents, spouses or children of National Guard or Reserve personnel on active duty (or call to active duty status) for “qualifying exigencies” (*see definition below).

Who is covered?

All Dudley-Charlton Regional School District employees who have worked in the District for at least 12 months and worked 1250 hours over the previous 12-months. The District defines the 12-month period as a “rolling” 12-month period, i.e. the 12 months begins when the employee takes his or her first FMLA day.

What are the Reasons for Leave under FMLA?

Eligible employees may seek leave during any 12-month period for the following reasons:

- The employee requires medical leave for a “serious health condition” that makes him/her unable to perform his/her job;
- Among other things, this generally includes when the employee needs to be absent from work for a period of time due to surgery. Short-term conditions for which treatment and recovery are very brief generally are not “serious health conditions”,
- Caring for a newborn child, or newly adopted son or daughter;
- Placement with the employee of a son or daughter or child in foster care;
- Caring for the employee’s spouse, son or daughter, or parent, who has a serious health condition

A “serious health condition” is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the “continuing treatment” requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider; or one visit and a regimen of continuing treatment; or incapacity due to pregnancy; or incapacity due to a chronic condition. Other conditions may meet the definition of “continuing treatment.” A serious health condition of either the employee or family member requires either inpatient care or continuing treatment by a healthcare provider. “Continuing treatment” is defined as two or more visits within 30 days of the first incapacity. Chronic conditions, i.e., conditions that continue over an extended period of time that may cause episodic periods of incapacity may be a “serious health condition” under FMLA.

Special leave entitlement relating to an employee’s family member in the Armed Forces:

A spouse, son, daughter, parent, or “next of kin” may request up to 26 workweeks of leave in a single 12-month period to care for a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury/illness incurred (including the aggravation of a preexisting condition) in the line of active duty. (Such leave is available for up to five years after the military member’s separation from the military).

How can FMLA Leave be taken?

The leave may be in on a continuous basis (e.g., a block of twelve (12) weeks), or if required, employees may take FMLA on an intermittent or reduced leave schedule (select days or hours, for example) because of the employee’s own serious health condition, when medically necessary to care for their parent, spouse or child with a serious health condition, to care for a covered service member, or due to a qualifying exigency. Those eligible employees who are employed principally in an instructional capacity and request leave that is foreseeable based on planned medical treatment, and would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend, may be required either to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment, or to transfer temporarily to an available alternative position offered by the Schools for which the employee is qualified. Other rules exist for how instructional employees may use leave depending upon when it will coincide with the end of a semester, i.e., depending upon how many weeks before the end of a semester it would occur.

- For birth or adoption, intermittent or reduced workweek leave can only be taken with the employer’s consent
- Whether or not you apply for FMLA leave, if you take sick leave or any other leave that meets the definitional requirements of an FMLA leave, the leave will be designated simultaneously as FMLA leave as well.

Will I get the same job back when I return?

The Dudley-Charlton Regional School District is required to reinstate you to the same job or an “equivalent position” within the District with the “same or substantially similar duties and responsibilities” at the end of your FMLA leave.

What will happen to my health benefits?

The Dudley-Charlton RSD will continue to pay for its portion of your health insurance for the time you are on leave; provided, however, that you must continue to make your regular payment of the employee portion of the premium.

How much notice do I need to give?

You are required to give at least 30 days’ notice if the need for leave is foreseeable. If the leave is not foreseeable, notice must be given as soon as practicable. For planned treatments, you must consult with your Principal and make a reasonable effort to schedule the treatment so as not to unduly disrupt the school’s operation, subject to approval of your healthcare provider. Employees are ordinarily expected

to consult with their Principal before scheduling treatments in order to work out a treatment schedule which best suits the needs of both the employee and the School.

Prior to the commencement of any foreseeable leave, (or if the leave is unforeseeable, as soon practicable), you must submit a letter to the Human Resources Director requesting the leave.

What documentation do I need to provide?

After receiving the employer's request for certification, the employee must provide the requested certification within fifteen (15) calendar days, unless not practicable under the circumstances. An employee can voluntarily choose - but cannot be required - to comply with the certification requirement by providing the employer with an authorization, release or waiver permitting the employer to communicate directly with the health care provider of the employee or family member. Section 825.306(e).

When an employee submits a complete and sufficient certification signed by a health care provider, the employer cannot ask the health care provider for additional information. However, an employer is permitted to contact the health care provider for clarification and authentication of the medical certification, after giving the employee an opportunity to cure any deficiencies. Section 825.307(a). To make such contact, the employer must use a health care provider, a human resource professional, a leave administrator, or a management official. Under no circumstances may the employee's direct supervisor contact the employee's health care provider.

In situations where the certification is incomplete, the employer shall advise an employee that the certification is incomplete or insufficient and shall state in writing what additional information is needed. Employees must be given seven (7) calendar days (unless not practicable) to cure the problem by presenting additional information. Section 825.305(c). If an employee does not comply, the employer may deny the leave. Section 825.305(d)

“Authentication” means providing the health care provider with a copy of the certification and requesting verification that the information contained on the certification form was completed and/or authorized by the health care provider who signed the document. No additional medical information may be requested. Again, if the employee voluntarily provides a HIPAA compliant authorization, the employer can request records and discuss the condition with the provider.

“Clarification” means contacting the health care provider to understand the handwriting on the medical certification or to understand the meaning of a response. Employers may not ask health care providers for additional information beyond that required by the certification form.

If the Dudley-Charlton RSD has reason to doubt the validity of the medical certification, we may request a second opinion at our own expense. In the event of conflicting opinions, the Dudley-Charlton RSD may pay for a third opinion which will be final and binding.

A Certification is also required to take leave to care for a covered service member or a qualifying exigency.

The Dudley-Charlton RSD will require that you obtain a “fitness for duty” certification from your health care provider in order to return to work.

For more information, visit the United States Department of Labor’s website at <http://www.dol.gov/esa/whd/fmla/>

PARENTAL LEAVE

Parental leave of absence will be granted to any Dudley-Charlton RSD employee in accordance with the provisions of the Family and Medical Leave Act of 1993 as amended or in accordance with Massachusetts General Laws Chapter 149, Section 105D, whichever provides the most favorable treatment to the employee. Parental leave will run concurrently with FLMA leave if the employee is eligible for such leave.

Bargaining unit members should reference their Collective Bargaining Agreement Article XVI for information on Parental Leave.

NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011),¹ which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**

¹ The Act can be found at <http://www.malegislature.gov/Laws/SessionLaws/Acts/2011/Chapter199>,

In June 2012, the Massachusetts Board of Elementary and Secondary Education (Board) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5. The Board also directed the Department of Elementary and Secondary Education (Department) to provide guidance to school Districts to assist in implementing the gender identity provision.

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and District administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations.

Below are general principles based on the law that address common issues regarding transgender and gender nonconforming students. The guidance offers case studies based on the experiences of schools and students in Massachusetts, and reflects the need to consider issues on a case-by-case basis. The list of issues is not exhaustive, and the examples are intended to be illustrative, not prescriptive.

Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- *Gender expression*: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- *Gender identity*: as defined in part at G.L. c. 4, § 7, is "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth..."
- *Gender nonconforming*: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.
- *Transgender*: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Law

The gender identity law amended G.L. c. 76, § 5,² to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other

² The Act amends several other statutes as well, including G.L. c. 151B (governing nondiscrimination in employment), to prohibit discrimination on the basis of gender identity.

characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

Understanding Gender Identity

The gender identity law defines “gender identity” to mean “a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.”³ The law also states that “gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose.”⁴

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their “gender-related identity”), and gender nonconforming youth are those whose gender-related identity does not meet the stereotypically expected norms associated with their assigned sex at birth. A transgender boy, for example, is a youth who was assigned the sex of female at birth but has a clear and persistent identity as male. A transgender girl is a youth who was assigned the sex of male at birth but has a clear and persistent identity as female. Gender nonconforming youth range in the ways in which they identify as male, female, some combination of both, or neither.

The responsibility for determining a student’s gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent.⁵ One’s gender identity is an innate, largely inflexible characteristic of each individual’s personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity

³ Mass. Gen. Laws. Ch. 4, § 7 (2012).

⁴ *Id.*

⁵ When used in this document, the term “parent” refers to parents as well as legal guardian.

may vary based on each person’s social and familial social development.⁶ As a result, the person best situated to determine a student’s gender identity is that student himself or herself.

In one Massachusetts town, the parents of a preschool-age biologically female child noted throughout the child’s early years that their child identified as a boy. For as long as the parents could remember, the child preferred to play with boys rather than girls, wanted a short haircut, rejected wearing any clothing that the child identified as “something a girl would wear,” and ignored anyone who called him by his stereotypically feminine name. When it was time for the child to enter kindergarten, the child said to his parents, “You have to tell them when I go to kindergarten that I’m a boy.”

Consistent with the statutory standard, a school should accept a student’s assertion of his or her gender identity when there is “consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person’s core identity.” If a student’s gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student’s asserted gender identity is where school personnel have a credible basis for believing that the student’s gender-related identity is being asserted for some improper purpose.

In most situations, determining a student’s gender identity is simple. A student who says she is a girl and wishes to be regarded that way throughout the school day and throughout every, or almost every, other areas of her life, should be respected and treated like a girl. So too with a student who says he is a boy and wishes to be regarded that way throughout the school day and throughout every, or almost every other area of his life. Such a student should be respected and treated like a boy.

The statute does not *require* consistent and uniform assertion of gender identity as long as there is “other evidence that the gender-related identity is sincerely held as part of [the] person’s core identity.” Many transgender people experience discrimination, and some experience violence due to their status. Some environments may feel safe and inclusive, and others less so, challenging a person’s ability to live consistently with one gender identity in all aspects of life. For example, it is possible that a biologically male student with a female gender identity who lives as a girl does not express her female gender identity all the time. In one case, such a student agreed to present as a boy when visiting relatives until the student’s parents could explain the student’s transgender identity to them. The fact that the student did not exclusively assert her female identity did not alter the fact that she had a female gender identity.

Confirmation of a student’s asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent

⁶ See Gerald P. Mallon, “Practice with Transgendered Children,” in *Social Services with Transgendered Youth* 49, 55-58 (Gerald P. Mallon ed., 1999). See also Stephanie Brill & Rachel Pepper, “Developmental Stages and the Transgender Child,” in *The Transgender Child*, 61-64.

with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.

In one Massachusetts middle school, a biologically male student explained to her guidance counselor that she was a transgender girl who expressed her female gender identity only at home. The stress associated with having to hide her female gender identity at school was having a negative impact on her mental health, as well as on her academic performance. The student and her parents asked if it would be okay if she expressed her female gender identity at school. The guidance counselor assured the student and her parents that she could do so. The fact that the student presented no documentation to support her gender identity was not a concern since the school had no reason to believe the request was based on anything other than a sincerely held belief that she had a female gender identity.

Gender Transition

Many, though not all, transgender youth undergo the experience of gender transition. The term “gender transition” describes the experience by which a person goes from living and identifying as one gender to living and identifying as another. For most youth, and for all young children, the experience of gender transition involves no medical intervention. Rather, most transgender youth will undergo gender transition through a process commonly referred to as “social transition,” whereby they begin to live and identify as the gender consistent with their gender-related identity. Some transgender youth who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-confirming surgeries. The decision about whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by a school. Some transgender and gender nonconforming students are not openly so at home for reasons such as safety concerns or lack of acceptance. School personnel should speak with the student first before discussing a student’s gender nonconformity or transgender status with the student’s parent or guardian. For the same reasons, school personnel should discuss with the students how the school should refer to the student, e.g., appropriate pronoun use, in written communication to the student’s parent or guardian.

Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student’s privacy (see the following section) and chosen name.

In one situation where a transgender girl was entering high school, she and her parent asked the principal to inform her teachers that even though her school records indicate that her name is John, she goes by the name Jane and uses female pronouns. The school principal sent the following memorandum to the student's classroom teachers: "The student John Smith wishes to be referred to by the name Jane Smith, a name that is consistent with the student's female gender identity. Please be certain to use the student's preferred name in all contexts, as well as the corresponding pronouns. It is my expectation that students will similarly refer to the student by her chosen name and preferred pronouns. Your role modeling will help make a smooth transition for all concerned. If students do not act accordingly, you may speak to them privately after class to request that they do. Continued, repeated, and intentional misuse of names and pronouns may erode the educational environment for Jane. It should not be tolerated and can be grounds for student discipline. If you need any assistance to make sure that Jane Smith experiences a safe, nondiscriminatory classroom atmosphere, please contact me or Ms. O'Neill. – Mr. Jones, Principal."

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required.⁷ Hence, when requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public-School Students*, which may be found at <http://www.doe.mass.edu/infoservices/data/sims/sasid/>, guides schools through changing names and gender markers on school records.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Privacy, Confidentiality, and Student Records

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.⁸ One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized

⁷ For certain transactions, such as banking and applying for governmental benefits or licenses, it may be necessary to have a formal legal document establishing one's change of name for identity and other purposes.

⁸ The federal Family Educational Rights and Privacy Act, 20 USC 1232g, also protects the privacy of education records and requires that personally identifiable information be kept secure and confidential.

school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

One school nurse dealt with information in the student's file by starting a new file with the student's chosen name, entered previous medical information (for example, immunizations) under the student's chosen name, and created a separate, confidential folder that contained the student's past information and birth name.

When determining which, if any, staff or students should be informed that a student's gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student's parent or guardian. The key question is whether and how sharing the information will benefit the student.

In one case, parents of a transgender male-to-female elementary school student requested that only the school principal and the school nurse be aware that the student was assigned the sex of male at birth. After a discussion with the school principal, the parents agreed that the student's teacher, the school secretary, and the District superintendent would also be informed. In this situation, the school principal kept the student's birth certificate in a separate, locked file that only the principal could access, and put a note in the student's other file saying that the principal had viewed the student's birth certificate. In another situation, where a biological male came to school after April vacation as a girl, the school principal and guidance counselor, in collaboration with the student and her parents, developed a plan for communicating information regarding the student's transition to staff, parents, and students. The plan included who was going to say what to whom, and when the communication would take place.

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.⁹

⁹ See 603 CMR §§23.01 and 23.07. If a student is from 14 through 17 years of age or has entered ninth grade, both the parent and the student may make decisions concerning the student record, or either the student or the parent acting alone may decide.

Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student's gender. For most students, records that include an indication of a student's gender will reflect a student's assigned birth sex. For transgender students, however, a documented gender marker (for example, "male" or "female" on a permanent record) should reflect the student's gender identity, not the student's assigned sex. This means that if a transgender student whose gender identity is male has a school record that reflects an assigned birth sex as female, then upon request by the student or, in the case of young students not yet able to advocate for themselves, by the parent or guardian, the school should change the gender marker on the record to male.¹⁰ Schools are advised to collect or maintain information about students' gender only when necessary.

One school reviewed the documentation requests it sent out to families and noticed that field trip permission forms included a line to fill in indicating the student's gender. Upon consideration, the school determined that the requested information was irrelevant to the field trip activities and deleted the line with the gender marker request.

In addition, transgender students who transition after having completed high school, may ask their previous schools to amend school records or a diploma or transcript that include the student's birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this section, it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. The following are examples of ways in which school officials have responded to these situations:

¹⁰ As discussed in the section on Names and Pronouns, the Department's publication *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public-School Students* guides District staff through the process of adding or revising SIMS data.

In one elementary school, a transgender second-grader socially transitioned from female to male. The principal informed the staff: For the remainder of this year, he will use Nurse Margaret’s restroom, and toward the end of the year we will make future determinations of restroom use in consultation with his family.

In one middle school, a male-to-female transgender sixth-grader socially transitioned after spring break. For the rest of the school year, she used the nurse’s restroom and the other unisex restrooms at the school. Beginning in seventh grade, she used the girls’ restroom.

In one high school, a transgender male-to-female student was given access to the female changing facility, but the student was uncomfortable using the female changing facility with other female students because there were no private changing areas within the facility. The principal examined the changing facility and determined that curtains could easily be put up along one side of a row of benches near the group lockers, providing private changing areas for any students who wished to use them. After the school put up the curtains, the student was comfortable using the changing facility.

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.

School staff as well as students and their families may find the use of restrooms and changing facilities to be among the more challenging issues presented by the gender identity law, perhaps due to issues of personal privacy. As emphasized in other sections, these issues should be resolved on a case-by-case basis, through dialogue with students and parents, and through leadership in creating safe and supportive learning environments.

Physical Education Classes and Intramural and Interscholastic Athletic Activities

Physical education is a required course in all grades in Massachusetts’ public schools, and school-based athletics are an important part of many students’ lives. Most physical education classes in Massachusetts’ schools are coed, so the gender identity of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student’s District; it will not make separate gender identity determinations.

At one school, a transgender girl joined the girls’ cheerleading squad. The school supported the student’s participation on the team. When the team was going to a regional competition, however, several of the team members raised a concern that the school would be made to compete in the coed cheerleading portion of the competition rather than in the all-girls portion for which they prepared. With the permission of the student, the principal wrote a letter that she gave to the coach to take to the competition in case officials at the competition questioned the team’s participation in the all-girls’ portion of the event. The letter explained: “Student, Jane Smith, is a transgender girl who has been a member of the girls’ team since (date). Jane has a sincerely held female gender identity and, therefore, according to state law must be permitted to participate as a girl on the girls’ cheerleading team.” The team participated in the regional competition without incident.

Other Gender-Based Activities, Rules, Policies, and Practices

As a general matter, schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. In some circumstances, these policies, rules, and practices may violate federal and state law. For these reasons, schools should consider alternatives to them.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such a rule, policy, or practice consistent with their gender identity.

The new law on gender identity provides a good opportunity for schools to review their gender-distinct policies. For example, some schools require students to wear gender-based garb for graduation or have gender-based dress codes for prom, special events, and daily attire. Schools should eliminate gendered policies and practices such as these. For example, one school that previously had blue graduation gowns for boys and white ones for girls switched to blue gowns for all graduates. The school also changed its gender-based dress code for the National Honor Society ceremony, which had required girls to wear dresses.

Similarly, some classroom teachers may routinely include gender-based practices in the classroom. For example, some teachers may have boys and girls line up separately to leave the classroom to go to lunch, the gymnasium, restrooms, or recess, and may never have considered the educational value of non-gendered alternatives, such as having students line up in the order of their birthdays, or alphabetically by name, or in the order in which they are sitting.¹¹

Conclusion

This section cannot anticipate every situation in which questions may come up in the implementation of this law, and the needs of each transgender or gender nonconforming student should be assessed and addressed on a case-by-case basis. The Department of Elementary and Secondary Education will continue to provide assistance, support, and resources as we work together to create a safe and supportive school environment for all students.

The Dudley-Charlton Regional School District will work directly with a student's family. Supporting a student who is exploring their gender identity and expressing a desire to change their pronouns is an important and sensitive matter that will involve the parents or guardians.

Every student and family experience is unique, and it is essential to approach this situation with sensitivity and respect. It will be crucial to create a safe environment for the student and their family. School based administration and student support personnel will work directly with the family and their child.

*This section was adapted from the DESE **Guidance for Massachusetts Public Schools - Creating a Safe and Supportive School Environment - Nondiscrimination on the Basis of Gender Identity***

¹¹ Gender and Children: A Place to Begin for Educators www.welcomingschools.org

JOINT LABOR MANAGEMENT

Building based DCTA/DCPA/MNA meetings are intended to be at ground zero for labor-relations concerns or issues brought forward to immediate supervisors/administrators for clarification and/or resolution. A building based DCTA meeting has an established labor-relations agenda and subsequent outcomes that are to be shared with all employees via email within one week of the meeting.

A joint labor management group that will meet on *at least a quarterly* basis during the school year. The committee will be composed of the Superintendent and/or Assistant Superintendent, and/or the Director of Pupil Personnel Services, and/or the Director of Finance and Operations and other necessary administrative staff, and DCTA/DCPA/MNA leadership. The Committee will meet to discuss any major local, state, and/or federal initiatives and unresolved building-based labor-relations concerns or issues.

NURSE CONTACT

Dismissal for Illness

If a student indicates a desire to see the nurse, the classroom teacher should allow the student to go to the health clinic. If a student appears to be in immediate need of help, the teacher is to call and get assistance from the nurse.

Dismissal for illness by the school nurse from the health clinic will occur only after contact with a parent/guardian or caregiver is made.

Universal Precautions

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).

These precautions are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected.

They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) are readily available to custodians who are responsible for the cleanup of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.

3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover all open cuts or broken skin, or ask another staff member to do the cleanup. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one-part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomit, feces) unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection / AIDS in Early Childhood Settings (June 1989).

Hand Hygiene

Proper hand hygiene is the single most effective way to prevent the spread of most infections. Several studies have indicated an association between handwashing or use of alcohol-based hand sanitizers and reduction in school absenteeism due to infectious illnesses.

People should practice hand hygiene:

- after toileting;
- before eating or handling food; and,
- after contact with blood or body fluids, non-intact skin, or nasal and respiratory secretions.

To properly wash and clean hands, the following procedures should be followed:

- Wash hands with soap and water when they are visibly soiled. Wet hands first with water, apply soap, and rub hands together vigorously for at least 20 seconds. Rinse hands with water and dry thoroughly. Use a towel to turn off the faucet.
- If hands are not visibly soiled, an alcohol-based hand rub or gel may be used in place of soap and water. Apply the product to the palm of one hand and rub the hands together, covering all surfaces of the hands and fingers, until hands are dry.

Sanitation Guidelines

- Place disposable items contaminated with blood or body fluids in plastic bags in covered containers.
- Store clothing or other washable items stained with blood and/or body fluids separately in a plastic bag, sealed, and labeled with the student's name and send home.
- Diapers, soiled tissues, bandages, paper towels, and other soiled items should be disposed of in plastic bags and placed in the trash.
- Sharp items such as needles and lancets should be placed in a puncture proof container and disposed of under the direction of the local department of public health.

Toileting/Changing Guidelines

Toileting/changing should be done on surfaces used especially for such purposes. The surface should be smooth, free of cracks, and non-porous. A disposable cover should cover this surface. After each use, throw away the cover, then wash any contamination that you can see with soap and water, and spray with a standard cleaning solution. The trash canister should be lined, covered and preferably have a foot pedal. A sink for hand washing should be directly next to the changing area. Changing and food areas should be distinctively separate areas. Wear gloves when toileting/changing and it is necessary to wash your hands after.

DPH School Health Manual (2007) Chapter 4 “A Safe and Healthful Environment”

SC Policy: JLCEA-R

LIFE-THREATENING FOOD ALLERGIES

Adopted: 04.10.2019

Background

Allergic reactions span a wide range in the severity of symptoms. The most severe and life-threatening reaction is anaphylaxis. Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop-in blood pressure or shock, both of which are potentially fatal. The most common causes of anaphylaxis in children include allergies to the following:

- Foods (most commonly peanuts, tree nuts, milk, dairy products, soy, wheat, fish and shellfish)
- Insect stings (yellow jackets, bees, wasps, hornets)
- Medications
- Latex

The Dudley-Charlton Regional School District guidelines developed within this document are applicable to students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs. Anaphylaxis can occur immediately or up to two hours following allergen exposure. Therefore, it is important to identify students at risk, to implement appropriate preventative policies and to be prepared to handle these emergencies when they arise.

Goals

As part of its Life-Threatening Allergies policy, the Dudley Charlton Regional School District has developed the following four chief goals:

- Maintain a system-wide protocol for responding to students' needs
- Minimize the risk of exposure to allergens that pose a threat to students with life-threatening allergies
- Prepare for possible allergic reactions, and to respond appropriately to any allergy emergencies

The Dudley Charlton Regional School District cannot guarantee to provide an allergen-free environment for students with life threatening allergies. However, an overall purpose of the Life-Threatening Allergies policy is to develop a system-wide effort to educate all stakeholders - educators, parents, students and community about LTAs. To this end the sections below highlight the major responsibilities of those various stakeholders. However, the Individual Health Care Plan (IHCP) or Allergy Action Plan (AAP) developed for each child with an LTA will be individualized and not all responsibilities are or can be detailed in these guidelines.

Responsibilities of the Dudley Charlton Regional School District:

The Superintendent and staff are responsible for the following:

- Create a system-wide emergency plan for addressing life threatening allergic reactions
- Provide in-service training and education on reducing allergy risks, recognizing allergy symptoms, and emergency procedures for staff.

Training shall include, but not be limited to the following:

- A description/definition of severe allergies and a discussion of the most common allergens
- A description/discussion of the signs and symptoms of anaphylaxis
- Training to designated staff on the correct use of an EpiPen
- Discussion of specific steps to follow in the event of an emergency
- Encourage a "NO FOOD TRADING" and "NO UTENSIL SHARING" practice in all schools with particular focus at the elementary school level
- Provide for school nurses, in conjunction with the student's parent(s)/guardian(s), the primary care provider/allergist, and the school physician (if appropriate) to prepare an Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) for any student with a life-threatening allergy. The Plans will be reviewed by the school nurse and the student's parent(s)
- Ensure that LTA precautions are in place in school cafeteria as outlined by the Individual IHCP/AAP (i.e., Tables will be cleaned and sanitized and designated by a universal symbol.)
- Make the IHCP/AAP available in the nurse's office and a student's homeroom. Recommend that parent(s)/guardian(s) attach a photograph of their student with a Life-Threatening Allergy to their IHCP/AAP
- Submit to School Bus Company an LTA list of students who have life threatening allergies
- Require all food service employees to use latex free gloves

- Make EpiPen (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the IHCP/AAP. At the middle and high school levels, students are allowed to carry their EpiPen on their person as allowed by the medication policy
- Familiarize teachers with the IHCP/AAP of their students and any other staff member who has contact with student on a need-to-know basis
- Post the "Guidelines for Students with Life-Threatening Allergies" on the school District's website
- Provide in-service to food service employees regarding safe food handling practices to avoid cross-contamination with potential food allergens

Responsibilities of the School Principal

The principal of each school is responsible for the following:

- In collaboration with the school nurse, the Principal will familiarize teachers with the Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) of their students and any other staff member who has contact with student on a need-to know basis
- In conjunction with nurses, provide education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the EpiPen
- Discuss the protocol for Life Threatening Allergies at kindergarten orientation
- Post the school's emergency protocol on LTAs in appropriate locations, including school website
- Notify staff of the locations of EpiPen(s) in the school
- Provide for a contingency plan for staff and students in the event the nurse is not immediately available
- Provide a list of students with LTAs to the Business Manager

Responsibilities of the School Nurse

The school nurse is the primary coordinator of each student's plan. Each school nurse has the following responsibilities:

- Meet and/or collaborate with each parent/guardian of a student with an LTA and develop the students' Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP)
- Maintain updated IHCPs and AAPs in the nurse's office and in student's homerooms at each school
- Assist the principal in providing information about students with LTAs to staff
- Work with the principal to provide in-service training for staff regarding LTAs- their symptoms, risk reduction procedures and emergency procedures
- Collaborate with the Principal to familiarize teachers with the IHCPs of their students and any other staff member who comes in contact with the student
- Follow the Department of Public Health regulations regarding administrations of medications, especially administering EpiPen(s)
- Discuss with parents' appropriate locations for storing EpiPen(s)
- Inform the principal and parents/guardians of the student if any student experiences an allergic reaction for the first time
- Work with the principal to establish emergency protocol in the event the nurse is out of the building

Responsibilities of Teachers

Each teacher has the following responsibilities:

- Review the IHCP/AAP in collaboration with the nurse and the parent of any student in the teacher's classroom with a Life-Threatening Allergies when provided by the school nurse
- Leave information in an organized, prominent and accessible format for a substitute teacher
- Participate in in-service training for students with life threatening allergies
- Collaborate with the nurse and parents of an allergic student and set protocols in the classroom for management of food in the class
- Participate in the planning of a student's re-entry to school after an anaphylactic reaction
- Notify the school nurse of upcoming field trips as soon as possible to ensure proper emergency medications are available

Responsibilities of Parents

Each parent of a student with an LTA has the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school or as soon as possible after diagnosis
- Arrange to meet and/or collaborate with the school nurse to develop an Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) for the student
- Provide medical information from the child's treating physician as needed to write the plans, IHCP/AAP
- Provide the school with a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child
- Provide the school nurse with enough up-to-date emergency medications including EpiPen(s)
- Provide a Medic ALERT ID for your child
- Notify school nurse of upcoming field trip as soon as possible and provide EpiPen to be taken on field trips as needed
- Instruct your child on the following, as appropriate for the child's age and developmental level:
 - Recognizing the first symptoms of an allergic/anaphylactic reaction
 - Knowing where the epinephrine auto-injector is kept and who has access to the epinephrine
 - Communicating clearly as soon as he/she feels a reaction starting
 - Carrying his/her own EpiPen auto-injector when appropriate
 - Not sharing snacks, lunches, or drinks
 - Washing hands before and after handling food
 - Understanding the importance of hand-washing before and after eating
 - Reporting teasing, bullying and threats to adult authority
 - Taking as much responsibility as possible for his/her own safety
- As children get older, when developmentally appropriate, instruct them on the following:
 - Participate in the development of the IHCP/AAP, along with the school nurse and the student's parent(s)/guardian(s)
 - Communicating symptoms as soon as they appear to an adult
 - Reading labels
 - Administering own epinephrine auto-injector and be able to train others in its use

- Inform the school of any changes in the child's LTA status
- Provide the school with the licensed provider's statement if the student no longer has allergies
- If accommodations cannot be made in the cafeteria for the child's allergy, parents will provide appropriate lunches

Responsibilities of Students

In accordance with the student's age and level of development, each student with a Life-Threatening Allergy is responsible for the following:

- Taking responsibility for avoiding allergens
- Not trading or sharing foods
- Washing hands before and after eating
- Learning to recognize symptoms of an allergic reaction
- Promptly informing an adult as soon as accidental exposure occurs or symptoms appear
- Developing a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy in the school

Responsibilities of Food Service Personnel

Food Service personnel have the following responsibilities:

- Minimize, to the extent practicable, the use of peanut/tree nut products in the cafeteria
- Supply cleaning materials for washing and sanitizing tables
- Participate in in-service regarding safe food handling practices to avoid cross-contamination with potential food allergens
- Wear latex free gloves
- Ensure that kitchens are locked at the end of each school day

Responsibilities of Bus Company

- Inform each driver if she/he is transporting a child with a known LTA
- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus
- Provide emergency allergy response training to all drivers and/or bus monitors
- Maintain a policy for no eating on the bus
- Ensure surfaces and seats are kept as clean and allergy free as possible

Responsibilities of Drivers – School-owned Vans / Buses

The drivers have the following responsibilities:

- Pull over and call 911 if a student with a LTAs is at risk
- Participate in awareness training to learn to recognize the symptoms of an allergic reaction

Responsibilities of Persons in Charge of Conducting After School Activities:

Persons in charge of extracurricular programs will have the following responsibilities:

- Coaches and other staff who supervise students' school sponsored activities after school will participate in training and implementation of the Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) as appropriate

Responsibilities During Recess and Physical Education Classes

During recess and physical education classes, the school's staff will ensure the following:

- Children will be under the supervision of at least one adult
- An EpiPen will be taken outside if specified in the child's IHCP/AAP

Other

Persons in charge of recess, physical education classes and extracurricular programs will have the following responsibilities:

- Coaches and other staff who supervise students' school sponsored activities after school will participate in training and implementation of the IHCP/AAP
- During recess and physical education classes, the school's staff will ensure the following:
 - Children will be under the supervision of at least one adult
 - An EpiPen will be taken outside if specified in the child's IHCP/AAP

Responsibilities for Field Trips

The schools will assume the following responsibilities relative to participation of LTA students on field trips:

- Parents will work with staff to evaluate potential risks when determining whether it is appropriate for their child to attend a particular field trip
- Lunches should be held in a safe-place so that children cannot access them until the appropriate time
- Lunches of children with food allergies should be stored separately to minimize cross contamination.

CONFIDENTIALITY

The Dudley-Charlton Regional School District is committed to a strict standard of confidentiality to protect the District, staff and students. Therefore, it is our expectation that any direct or indirect dissemination of confidential information relating to the District, staff or students to outside third parties or co-workers, except as provided by law, regulation or District policies and procedures, is absolutely forbidden both during employment and after employment has terminated.

This expectation applies to any and all confidential information obtained during the course of work within the Dudley-Charlton Regional District. By agreeing to this expectation, you are agreeing that you shall not use for yourself, nor disclose to others, during the term of your employment or any time thereafter, any confidential information belonging to the Dudley-Charlton Regional School District or relating to the public. You further agree that all records or other files and materials concerning the Dudley-Charlton Regional School District, staff or students shall belong to and remain the exclusive property of the Dudley-Charlton Regional School District.

SECTION II

Learning Community Responsibilities

ADVERTISEMENTS/DISTRIBUTION

Teachers are expected to seek approval from the principal prior to the distribution of materials via teacher mailboxes or other media.

Teachers are expected to seek approval from a building-based administrator in order to utilize the Dudley-Charlton RSD distribution email list for communication purposes to all staff.

CAFETERIA

Students are able to socialize with peers during lunch. However, this should not interfere with the safety and enjoyment of others. Staff monitoring student lunches are expected to maintain a safe and pleasant atmosphere by providing a structure that inhibits roaming. Staff monitoring lunches are expected to maintain the established list of cafeteria norms of behavior.

CHANGE OF LOCATION

Teachers must notify personnel in the main office if a class is taken to another area or to the library/media center during a regularly scheduled period. A teacher should contact the office if he/she needs to remove their class to another location due to an emergency.

In the event that teachers want to take students outside for instructional purposes it is suggested that teachers give students 24-hour notice if proper clothing such as sneakers are required. Prior to relocating outside, teachers must inform the school's office personnel and review the section on nurse contact (page 63).

Teachers are expected to inform the school's office personnel when you leave and when you return. When outside, teachers are required to have either a working cell phone or a 2-way radio. Teachers are expected to provide the office with the cell phone number in order to facilitate communication.

CLASSROOM ATTENDANCE

Teachers must maintain classroom period attendance for each class for the purposes of grade reporting and attendance.

All teachers must complete/export morning and/or period attendance within the first 30 minutes of the school day and/or period. Staff is responsible for reviewing the daily absence report and reporting any and all discrepancies to the office. Staff must report to the office immediately any students missing from their class.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a framework to ensure successful educational outcomes for all students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student needs in alignment with educational standards. (Critical Components of MTSS). In order to implement positive behavior interventions and supports across the District, all members of the Dudley-Charlton RSD community adhere to our agreed upon the guiding principles for civility: treat others with civility and respect, help others when you know they need it, and seek help for yourself when you need it.

CLASSROOM MANAGEMENT

It is the philosophy of the administration that discipline is a learning process whereby the individual learns to develop habits of self-control and recognizes his/her own responsibilities to our community. Though prevention is the main criterion, corrective action may be employed as needed to prevent continued misbehavior.

Every staff member will establish classroom systems for appropriate behavior with her/his students, post classroom norms, and provide appropriate consequences for students that make poor choices by violating the norms or disrupting the learning environment. All will handle their own detentions for minor incidents occurring within the teacher's jurisdiction. Teacher detentions will be communicated home and will be assigned with a 24-hour notice or same day if communicated with parent/caregiver. If a student fails to report for a teacher detention, the teacher will confer with the student (parent/caregiver) and determine whether the student's explanation is acceptable. The student will be re-assigned a teacher detention if the explanation is acceptable or if the explanation is unacceptable, a written discipline referral will be made to administration indicating that the student failed to show to a teacher assigned detention and parent/caregiver communication of such has been completed.

Office referrals will result when teachers have exhausted classroom consequences and/or a behavior is extreme enough to warrant removal from class. Students removed from class should be sent to the designated area to meet with an administrator unless otherwise notified.

Secondary Staff Classroom Management Register: All teachers must maintain a register that includes the following information; *Date, Behavior, Consequences, Date Consequence was Served*, and if *Parent Contacted (Y/N), Notes*.

Teachers should not leave a class or directed study room unsupervised.

NOTE: Discretion is necessary if a teacher suspects a student is under the influence of alcohol or drugs. Notify administration immediately about the suspicion.

CORPORAL PUNISHMENT

Chapter 71, Section 37G of the Massachusetts General Laws strictly prohibits any kind of corporal punishment. Corporal punishment of students is prohibited. The power of the school committee or of any teacher or other employee or agent of the school committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

All teachers should familiarize themselves with the *Code of Conduct* for students, which are outlined in the Student Handbook.

CORRIDORS/LAVATORIES

Maintaining order in the corridors and lavatories leads to a safe and optimal environment for learning. These areas should be viewed as an extension of one's classroom. Staff members are expected to greet all students and be aware of students who may not be in their assigned classrooms. All staff members are responsible for the conduct of all students throughout all school grounds and activities.

All teachers are required to maintain documentation for all students leaving the classroom. Documentation should include the student's name and destination. At the high school and middle school level the documentation should also include the time left the classroom, and the time returned to the classroom.

EMAILS, MAILBOXES, AND PRINT CENTERS

Because of the amount of written and electronic communication that often occurs during any given day, it is highly recommended and important that teachers check their email and mailboxes before school each day and before leaving in the afternoon. Students are not permitted to pick up mail from your mailbox or use copy machines. A copy machine exception is in the SHRHS Library Media Center.

CELLULAR TELEPHONES/ELECTRONIC DEVICES

Staff members should model expectations for students with regards to the use of their personal communication devices. Staff members want to demonstrate discretion with the use of personal communication devices for personal use. It is expected that these devices will not be used in the presence of students for personal use.

MARKING/GRADING BELIEF STATEMENT & PROCEDURES

It is the District's belief that grades reflect and communicate the acquisition of content and skills. Refusal to complete work is a behavior that should have a minimal impact on the student's overall grade and should be addressed through appropriate interventions. Teachers have the autonomy in affording opportunities to demonstrate learning through re-takes and/or make-ups. Teachers also have the autonomy to exempt or adjust student workload based upon individual student needs and extenuating circumstances.

Teachers are required to update their electronic grade book within 5 school days after an assignment's due date.

Traditional Grading Expectations (Secondary)

A syllabus/course description will be provided at the start of the school year that includes the following grading expectations;

- Categories are defined and all categories are used to ensure the accuracy of the grading formula.
- Weights within categories for different types of assignments are defined (i.e., tests, quizzes, projects, labs, midterms etc.)

Standards Based Grading Expectations (PreK- Grade 4)

To determine a trimester grade, teachers collect evidence of student learning through daily work, observation, formative and summative assessment. This evidence is used to determine whether the student has fully mastered the skill. Final reporting grades should be determined by considering multiple pieces of recent evidence per standard. Students should be able to consistently show proficiency. If three pieces of evidence do not show consistency, more evidence is needed.

All report cards will be accessible to parents through the District’s Student Information System (SIS), SchoolBrains. Parents K-12+ will be provided user access to a parent (community) portal to view final report cards.

PROVIDING STUDENT ASSIGNMENTS

When a teacher’s assigned students are placed in a temporary setting (e.g., out-of-school suspension, in- school suspension, main office), it is the responsibility of the classroom teachers to provide and assess required and/or alternative assignments, as requested.

CLASSROOM PROJECTS

Classroom projects are a function of the schools; therefore, teachers must plan for ample time in school for implementation and completion.

CONTROVERSIAL ISSUES IN SCHOOL

Controversial issues are topics that may be publicly sensitive and about which there are varied levels of opposing views, biases, emotions and/or conflict. American academic tradition stresses the free exchange of ideas as a basic element of curriculum development, instruction, and discussion. Studying controversial issues in school is important in preparing students to participate intelligently and responsibly in a democratic and pluralistic society.

An important goal of public education is to help students develop the capacity to participate respectfully, critically and positively in the discussion and analysis of controversial issues. Studying controversial issues provides opportunities to develop a student’s ability to think clearly and critically, to reason logically, to differentiate between opinion and intelligent analysis, and to respectfully examine different points of view with an open mind. All students have a right to express their opinions and a right to a respectful hearing. While teachers and other staff may have personal views on controversial issues, they do not have a right to use the school setting as a forum to promote their personal views. Teachers and other staff need to be constantly mindful that their views may influence students and that they have an obligation to model objectivity and to encourage their students to think for themselves.

The approach to writing about controversial issues and to discussion of controversial issues in the classroom will be objective and scholarly and will be done in a spirit of critical inquiry rather than advocacy. Teachers will ensure that reasoned arguments on an issue are presented in classroom discussions. Teachers will strive to balance major views and to assure that as many sides of the issues as possible are presented in a fair and impartial manner, with no position presented as the only one acceptable. Political issues will be presented in a non-partisan manner. Controversial issues that arise incidentally during instruction should be used by the teacher to promote critical inquiry and to teach thinking skills. In all instances, teachers will encourage students to develop an ability to meet issues without prejudice and to withhold judgments while facts are collected and evaluated.

Teachers must obtain permission from the Principal to invite visitors for classroom and/or school-wide presentations. Whenever outside persons are invited to speak on controversial issues, care will be taken to assure that a reasonable range of opinions on the issue are presented in an equitable manner and that they are consistent with the academic standards of the school.

Teachers will offer students and parents who might be offended by a presentation because of their religious or personal beliefs the opportunity not to participate in a presentation. Student-initiated forums are subject to the same standards for approach to discussion, consistency with the academic standards of the school, and use of visitors for presentations.

VIDEO/DIGITAL VIEWING

The viewing of movies and/or television shows as an instructional practice is strongly discouraged. Administrative approval is required for any video clip that is fifteen minutes or more in length and parents/caregivers must be notified one-week prior to the activity if the video clip has an age specific rating e.g., PG-13. Teachers are expected to preview all videos and identify all controversial segments as part of the approval process.

To conclude this process: If parents/caregivers choose to exclude their student from the viewing, they have that right and it is necessary for you to have an alternative assignment that addresses the presented concepts.

HOUSEKEEPING

Teachers are required to inspect their rooms regularly to maintain a clean, orderly learning environment. Any graffiti, vandalism, or other damage in the room and on desks must be reported immediately to administration. Any student who is caught intentionally vandalizing property must be referred to the office. Students should pick up large pieces of paper on the floor and, starting in grade 1, place chairs on desks prior to exiting their last class of the school day. Desks should be kept clean. Whiteboards should be reasonably clean. Bulletin boards should be utilized effectively to enhance the curriculum and classroom environment.

Please close all windows and lock doors and turn off lights before exiting your classroom or office for the day.

MOVEMENT OF LARGE PIECES OF FURNITURE

Please ask for assistance from our custodians when moving large cabinets, student desks, tables, and the teacher desks. They are more than willing to assist you.

FOOD

All staff must refrain from serving students food in the classrooms. Staff will not permit the serving/distribution of food by students without principal approval. Staff will be responsible for following the below procedure.

1. Food should be served or distributed through our cafeteria
2. Meet with a school nurse to review food allergy procedures, food items to be served and class lists, and
3. Administrative approval

At all levels, classroom or team parties or celebrations including those prior to holidays, long weekends, weekends or school vacations are not permitted.

TEACHER PLANNING

It is expected that teachers will maintain a planning document that typically represents 3 days of advanced planning. While there is no District standard for administrative review of planning documents, they will be made available upon request.

PETS/ANIMALS

All staff members and students must receive approval from administration to bring an animal, (i.e. dogs, cats, birds, lizards, fish, geckos, etc.) to school at any time.

TEXTS AND TRADE BOOKS

Teachers must keep a record of books issued to students and report any and all missing items and the replacement cost (if applicable) to the office or department coordinator.

TEACHER/STAFF MEMBER ABSENCE FROM SCHOOL

Substitute Protocol - Absences

1. Staff are required to submit all absences through Frontline
2. For any staff member selecting “absence approved by principal” must have principal approval
3. For any absence requiring administrative approval staff must submit said absence within one week of said approval
4. Notice must be given to the building principal when a staff member knows that they will be out for consecutive days due to illness or injury to ensure proper planning and coverage
5. Teachers may identify a preferred substitute after confirming that the substitute is available. School administration reserves the right to change substitute assignments

In the event that a staff member is going to be absent and has not yet reported it prior to an hour of the building start time, the staff member must contact the building principal or designee.

Emergency requests to leave school:

- a. Requires direct communication with a building administrator/office personnel
- b. Must be submitted to Frontline via office personnel
- c. Required forms must be completed following the absence

For questions regarding absences please contact your building principal.

FIELD-BASED CURRICULUM EXPERIENCES

All field trip proposals must be reviewed by the principal and submitted on the District trip request [e-form](#).

Requests for an event or field trip should be submitted at least 30 days prior for in-state day trips and 6 months prior for out-of-state day trips. Exceptions to the timeline for out-of-state day trips may be initially granted by District administrators. This is rare, infrequent and School Committee must be informed upon granting such exceptions.

If possible, before submitting, check with your building principal to determine if District transportation vehicles are available.

Field trips and events must be "directly related to the total school program and curriculum" (School Committee Policy IJOA). Approval for all events is a multi-step process to include a review of District transportation availability, a review of student attendees by your school nurse, a review of needed accommodations for student with disabilities and then approval by your building principal and then the Assistant Superintendent will provide a final approval.

DUTIES OF THE LEAD TEACHER:

1. Complete all sections of the form and submit for approval
2. Obtain completed and signed field trip/event permission slips from all attending students
3. Arrange proper supervision and adult/student ration, ideally 10-12 students per adult chaperone Work with building office staff to ensure all chaperons have an up-to-date CORI
4. Prepare two lists of names, addresses, and phone numbers of students on the trip. One must be emailed to your building principal
5. Attendance taking is required throughout the trip
6. Provide a list of attendees to the Special Education Coordinator two weeks prior to your event/trip
The Special Education Coordinator will identify any needed supports or accommodations to ensure all students access and participate in the event/fieldtrip
7. Coordinate with District transportation if available
8. Coordinate with the school nurse at least two weeks prior to departure
9. Lead Teacher must notify administration and parents/caregivers of any plan changes, injury or incident that occurs on the trip

EXTRA CURRICULAR/AFTER SCHOOL ADVISER RESPONSIBILITIES

After school/extracurricular advisers are expected to maintain a shared document with the school principal that includes meeting dates, students in attendance, and activities completed.

STAFF MEETINGS

All District Athletic Coaches and Extracurricular Advisors will not be absent from a staff meeting due to practices, rehearsals, events, or scrimmages. Athletic Coaches and Extracurricular Advisors shall be excused for scheduled games and competitions with advanced notice to the Principal.

Anyone who misses a staff meeting will be expected to follow up with the building level administration.

Staff members should reference their Collective Bargaining Agreement for information on staff meetings.

TEACHER LICENSURE-FINGERPRINTING

In order to teach in the Dudley-Charlton RSD you must hold an active and valid Massachusetts teaching license.

The Massachusetts Department of Elementary and Secondary Education is responsible for licensing all professional educators including teachers, psychologists, guidance counselors, nurses, speech language pathologists and many other professional positions in the Dudley-Charlton Regional Schools. You can apply for your license and maintain your license through your ELAR account at DESE. It is very important for you to be familiar with your ELAR account which houses your demographic data, schools attended, license information and status, as well as other important documents that have been scanned into your file such as correspondence from DESE, MTEL test scores and other important documents. At the bottom of your profile, you will find all of this information.

Whether you are applying for a new license or renewing an existing license, it may take many months for DESE to process your request. Please plan accordingly.

Your license allows you to teach in Massachusetts, and every public-school system is required by law to employ only teachers with an appropriate, valid license. Please be sure your license is always up to date and in good standing. The Superintendent will assist you, at any time, if you need help in understanding the process.

CLASSROOM COVERAGE

Staff members may be assigned to cover a class in the event that there is a shortage of staff. Staff's administrative duties may be reassigned for the purposes of supervising students in a classroom.

In accordance with DCTA CBA Article IV Teaching Hours and Teaching Load section K. Teachers (DCTA) and administration must mutually agree to provide coverage during preparatory time. Teachers (DCTA) will be compensated in accordance with CBA Article XVIII – Substitute Teachers section B.

Paraprofessionals (DCPA) will be compensated in accordance with DCPA CBA Article 7 – Assignment section C.

SUBSTITUTE PLANS

All teachers must maintain (and update as needed) emergency substitute plans. A copy of the substitute plans (not necessarily materials) should be easily accessible and clearly marked in your classroom, by the first Thursday of the new school year.

Emergency plans left for substitutes should be simple and require no copying, gathering of equipment, or research on the part of the substitute.

The following information must be submitted with your plans

- a. Class lists
- b. Seating charts for every class with students' full name (if applicable)
- c. At all times, three designated days of emergency plans and location of class materials
- d. Teaching schedule
- e. Your administrative duty
- f. 504/IEP student accommodations
- g. Medical/allergy information
- h. Emergency Planning and Procedures

COURSE OBJECTIVES/EXPECTATIONS

A written explanation of the course expectations/requirements must be provided, electronically preferred, to every student within the first week of school. Copies are to be provided to parents/guardians at the start of the school year and a copy must be on file in the main office no later than Tuesday following Labor Day. Course objectives and expectations should be consistent with District curriculum documents.

TECHNOLOGY REQUESTS

All maintenance and technology requests must be submitted electronically

SECTION III

Emergency Planning and Procedures Staff Resource Handbook

EMERGENCY PLANNING AND DISASTER PREPAREDNESS

To ensure effective and timely execution of school emergency plans, staff must be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of staff and student awareness and the plan's effectiveness. Exercises will be planned throughout the year.

Communications

This guide includes instructions for paths of communication among administrators, staff, teachers, District officials and community emergency responders. Linking people through multiple means of communication is the key to a quick and accurate response.

Crisis Management Team

Members:

- Building Administrators**
- School Nurse**
- Support Staff Members (2)**
- Secretary (1)**
- Custodian (1)**
- SRO (1) – if available**

- The crisis management team will meet at least annually and follow any incident.
- Building administrator activates the school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation, stay in-place or shelter-in-place; notifies District authorities and provides situational updates; requests resources; establishes priorities, identifies issues and prepares an action plan with the incident commander.

We all must work as a team, regardless of anticipated roles, in the event of any emergency.

EMERGENCY TELEPHONE NUMBERS

Emergencies---911

| | |
|---|--------------|
| Dudley Police Department (non-emergency) | 508.943.4411 |
| Dudley Fire Department (non-emergency) | 508.949.8040 |
| Charlton Police Department | 508.248.2250 |
| Charlton Fiore Department | 508.248.2299 |
| Protective Services-Department of Social Services | 800.792.5200 |
| National Domestic Violence Hotline | 800.799.7233 |
| Poison Control Center | 800-222.1222 |
| National Grid Emergency | 800-233.5325 |
| Telephone-line trouble | 411 |
| Harrington Hospital Emergency Room | 508.765.3195 |
| Harrington Child and Family Services | 508.909.7260 |
| Harrington Out Patient Behavioral Health | 508.765.9167 |
| 988 Suicide and Crisis Lifeline | 988 |
| American Red Cross | 508.564.1234 |
| MA Emergency Management Agency | 508.820.2000 |

Administration

| | | |
|---|--------------|------|
| Superintendent of Schools | 508.943.6888 | x142 |
| Acting Assistant Superintendent/Principal | 508.943.3351 | X610 |
| Director of Pupil Personnel Services | 508.943.6888 | x272 |
| Director of Finance and Operations | 508.943.6888 | x143 |
| Executive Assistant | 508.943.6888 | x144 |
| Director of Technology | 508.943.6888 | x275 |
| Athletic Director | 508.943.6888 | x176 |
| Dudley SRO | 508.943.6888 | x174 |

Principals

| | | |
|------------------------------------|--------------|-------|
| Shepherd Hill Regional High School | 508.943.6700 | x160 |
| Charlton Middle School | 508.248.1423 | X1102 |
| Dudley Middle School | 508.943.2224 | x1101 |
| Dudley Elementary School | 508.943.3351 | x610 |
| Heritage Elementary School | 508.248.4884 | x302 |
| Charlton Elementary School | 508.248.7774 | x251 |
| Mason Road Elementary School | 508.943.4312 | x611 |

