

March 29, 2022

Plymouth Public Schools

Plymouth, MA



A Handbook for Faculty

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

This publication summarizes many laws, policies, regulations, and practices that are important to the Plymouth Public Schools. It is not intended to be a complete directory of all the laws and policies relating to staff. Federal and state laws, PPS policies, regulations, and practices at the system-wide and school building levels are subject to change.

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SECTION 1
DISTRICT INFORMATION

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1.1 STATEMENT OF PUBLICATION PURPOSE

The purpose of this publication is to provide information for the guidance of all faculty members of the Plymouth Public Schools. It is provided to you for immediate reference on an annual basis and should be read carefully and completely. The information and items contained herein may be changed from time to time as new conditions arise, experience suggests, or new laws and regulations dictate.

As such, this publication is intended to both stand alone and to complement other documentation issued to faculty and administrators of the Plymouth Public Schools such as the *Plymouth School Committee Policy Handbook*, curriculum guides, staff crisis manual, collective bargaining agreements, and the like.

Faculty and administrators are directed to thoroughly read the *Plymouth School Committee Policy Handbook*. The handbook is issued separately to each staff member.

Periodically, individual policies are revised and new policies are added for which faculty members are requested to appropriately update their copies.

This publication does not constitute a contract and makes no guarantees of employment, compensation, or benefits.

1.2 EDUCATIONAL VISION

The school system's vision is that the Plymouth Public Schools will be recognized nationally as an outstanding school district. Our goal is to graduate confident, critical thinkers, productive and creative lifelong learners, and socially responsible, engaged citizens capable of adapting to change in a technologically advanced and multicultural society. In today's society, our children are continuously excited by new and challenging stimuli; adaptability to change, therefore, becomes a paramount objective of learning. The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their learning by mastering the skills of independent inquiry because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that each child can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of self, fellow humans, and the world around us. The school system must continually strive to create, implement, and improve programs that are compatible with traditional curricula and provide opportunities for innovation in teaching and learning. When accomplished, each child will then come to realize more fully his/her potential as an individual and be better prepared to appreciate and act responsibly in the society in which he/she lives.

1.3 MISSION STATEMENT

In partnership with parents and the community, the Plymouth Public Schools is committed to providing a comprehensive educational experience that is high quality, challenging, and enables each student to develop and maximize individual potential. Our schools will foster a positive and collaborative environment that encourages and affirms academic achievement and personal excellence and inspires all students to make a positive contribution to society.

1.4 DISTRICT CORE BELIEFS

District Core Beliefs

We believe that every student should become a(an):

- Effective Communicator
- Speaks effectively
- Writes effectively
- Articulates thoughts clearly and concisely
- Independent Thinker
- Demonstrates curiosity and inquisitiveness
- Reflects on actions and performance
- Maintains self-motivated approach
- Problem Solver
- Shows evidence of creative thought
- Constructs meaning
- Makes and evaluates decisions using a variety of thinking strategies
- Responsible Citizen
- Takes part in service-learning
- Assumes responsibility for own actions
- Exhibits integrity and compassion
- Self-Directed, Life-Long Learner
- Seeks and accepts new challenges in learning
- Applies prior knowledge and processes to construct new knowledge
- Follows goal-oriented actions
- Valuable Collaborator
- Works well with others
- Acknowledges and contributes ideas, suggestions, and effort
- Receives, interprets, and responds to communication

1.5 SCHOOL HOURS

School Hours	<i>Doors Open for Students</i>	<i>School Day Begins</i>	<i>Dismissal Begins</i>	<i>Half-Day: Early Dismissal</i>
Preschool (AM)	-	9:15 A.M.	11:45 A.M.	-
Preschool (PM)	-	12:45 P.M.	3:15 P.M.	-
Kindergarten (AM)	-	9:05 A.M.	11:35 A.M.	-
Kindergarten (PM)	-	12:50 P.M.	3:20 P.M.	-
Elementary	8:50 A.M.	9:05 A.M.	3:25 P.M.	1:05 P.M.
Middle	8:02 A.M.	8:12 A.M.	2:40 P.M.	11:55 P.M.
High	7:10 A.M.	7:20 A.M.	2:00 P.M.	11:05 A.M.

School Year Calendar -- For the current School Year Calendar, refer to the Plymouth Public Schools' website www.plymouth.k12.ma.us and click "calendar (school year)."

1.6 CANCELLATION OF SCHOOL

No School, All Schools, All Day" announcements are made on:

Radio Stations: WPLM (99.1 FM), WBZ (1030 AM), WATD (95.9 FM), WRKO (680 AM), WQRC (99.9 FM)

- Television Stations: Channels 4, 5, 7, and 25 will be notified no later than 6:00 A.M.
- Automated Telephone Notification Service (if operational)
- District website – www.plymouth.k12.ma.us
- Official District Social Media Sites (www.facebook.com/PlymouthPublicSchoolsMA; Twitter @PlymouthSch and Instagram @plymouthpublicschools)

Other "No School" announcements

In some instances, cancellations may be by:

- School(s) within the school system
- Grade(s) within the school system
- Half-day (or another partial time period)

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The announcements for these situations will specifically state the school(s) and/or grade(s), and the type of cancellation.

Delayed Opening

- The school(s) of the school system so affected will be specifically noted.
- The delay will be specifically stated.
- School buses will be delayed in accordance with the delayed opening (e.g., for a two-hour delayed opening, the buses will pick up the students two hours later than the normal pick-up time).
- When there is a delayed opening, the morning Kindergarten sessions shall be canceled for that day.
- Dismissals on a delayed opening day will be at the regularly scheduled times.
- During the delay on the delayed opening day, the weather and other conditions will be re-examined to determine if the school should be in session on that day.

All decisions relative to this issue are made with the safety and well-being of all students.

1.7 Staff Telephone Directory

An all-District staff list can be found at <http://www.plymouth.k12.ma.us/page.cfm>. Staff for individual buildings can also be found on each building's website. From the district website: www.plymouth.k12.ma.us, each school can be found in the "Schools" dropdown list.

DIRECTIONS TO SCHOOLS:

Maps and directions to schools and the central office can be found on the Plymouth Public Schools' web page. The URL is www.plymouth.k12.ma.us.

1.9 ROLES AND RESPONSIBILITIES

The School Committee's role is to deliberate and to establish broad policies for governing the School District, approve the operating budget, and hire the Superintendent. The School Committee delegates authority to the Superintendent who directs and oversees the operations of the District in a manner consistent with these policies. Accordingly, the Superintendent is held accountable to the School Committee for compliance with its policies.

The Superintendent in cooperation with affected or interested staff members or citizens develops administrative regulations consistent with School Committee policies.

The Superintendent is empowered to assign and use resources; employ, promote, discipline, and deploy staff; translate policies of the School Committee into action; speak as an agent of the School Committee; organize and delegate administrative responsibilities, and exercise such other powers as are customary for the Superintendent.

All employees of the District are under the general direction of the Superintendent. Teachers are immediately responsible to the principal of the building in which they work. Other employees are immediately responsible to the administrative personnel under whom they work directly.

The obligations, duties, and responsibilities of all administrative and supervisory personnel are outlined in job descriptions approved by the School Committee.

From time to time, problems and new questions arise for which no specific policy has been prepared. The Superintendent and members of the administrative staff are to act in a manner consistent with the existing policies of the School District and alert the School Committee to the possible need for additional policy development.

1.10 STATEMENT OF EXPECTATIONS FOR LICENSED STAFF

Beyond the expectation and individual commitment to adhere to and foster the Mission of the Plymouth Public Schools, there are other guidelines that all staff at all levels in all buildings are expected to follow. Implementation of these guidelines is the responsibility of all staff.

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MINIMUM SYSTEM EXPECTATIONS - GENERAL

As appropriate to the various jobs performed by staff members in the school district, the minimum expectations include, but are not necessarily limited to, the following:

1. Maintain excellent attendance to ensure the success of our students. Consistent attendance of teachers is essential to providing an education of the highest possible quality to the students. Therefore, any excessive absenteeism or unusual pattern of absence by a teacher is contrary to the best interests of our students and our school district.
2. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided by the district.
3. Prepare for classes assigned and show written evidence of preparation upon request to the immediate supervisor.
4. Encourage students to set and maintain high standards of classroom behavior.
5. Provide an effective program of instruction in accordance with the adopted curriculum and consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
6. Strive to implement by instruction the district's philosophy of education and to meet instructional goals and objectives.
7. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Maintain records as required by law, district policy, and administrative regulations.
9. Make provisions for being available to students and parents for education-related purposes outside the instructional day when necessary and under reasonable terms.
10. Annually review and adhere to properly promulgated policies established by the School Committee.
11. Assist in upholding and enforcing school rules and administrative regulations.
12. Attend and participate in faculty and department meetings.

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13. Cooperate with other members of the staff in planning instructional goals, objectives, and methods.
14. Assist in the selection of books, equipment, and other instructional materials.
15. Work to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students. Staff is expected to exhibit the appropriate "*Commitment to the Student*" and "*Commitment to the Profession*" as expressed in the Code of Ethics of the Education Profession.
16. Perform related duties as assigned by the administration in accordance with district policies and practices.

DUTIES AND RESPONSIBILITIES – GENERAL

Daily Procedures

1. Opening exercises, including a flag salute, should be conducted every morning. According to M.G.L. 71, Section 1A, a period of silence is required daily.
2. Accurate attendance and/or lunch counts will be taken as soon as possible every morning.
3. During the first two weeks of school, the student handbook and bus safety procedures will be reviewed.

Supervision of Students

1. Classroom supervision: School personnel is legally responsible for students, who must be supervised at all times. Students should never be left in an unsupervised situation. In an emergency, call the office for assistance.
2. Supervision throughout the building: Maintaining an atmosphere conducive to optimal learning is essential. Teachers are expected to take corrective action upon observing inappropriate student behavior, wherever it is seen.
3. Supervision during assemblies and special programs: These events are an extension of the classroom. Teachers are to accompany their classes and stay within close proximity to ensure proper behavior and safety.

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4. Injuries/Illnesses: Staff, as well as student injuries and illnesses occurring in school, are to be reported to the school nurse/health aide as soon as possible. Health personnel is to contact the administration when necessary.
5. Corridor passage: Quiet, unobtrusive movement throughout the building is standard procedure.
6. Work area: Students are to leave their work areas neat for other students or custodial cleaning.

Fire Regulations/Emergency Procedures

Staff is expected to:

- be familiar with current fire regulations and comply with such regulations in their assigned areas.
- post evacuation routes in all classrooms.
- maintain silence in a quick, orderly evacuation.
- upon arrival in the waiting area, call a class roll using a listing from the rank book.
- be familiar with and frequently review building procedures for evacuation.
- reference *Staff Crisis Manual* – section Fire/Explosion

Record Keeping

1. Lesson Plans/Substitute Packets: Lesson plans are to include the state curriculum standard number(s), the objective of the lesson, materials needed, brief statement of procedure, and the assessment. Also required are substitute teacher packets containing schedules, class lists, seating plans, and any other information, which will facilitate and foster a substitute's effective control and instruction. Homework guidelines can be found in the student handbook.
2. Rank Books: Teachers shall maintain a rank book/computerized records, which should include as much significant objective data on each student that provides the basis and justification for his or her grades. Please refer to School Committee Policy 5.7.
3. Appearance and information will be professionally presented. Comments are strongly encouraged and are to be stated positively whenever possible.
4. Student transcripts will be stored in the office files at all times and may be signed out for the review of data. Transcripts must be returned to the office nightly and must never leave the building.

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FIELD TRIPS, EXCURSIONS, AND OTHER STUDENT TRIPS

Recognizing that the first-hand experiences provided by well-planned field trips are a worthwhile means of learning and an important source of enrichment to the extent that field trips provide an alternative means for accomplishing general curriculum objectives, field trips may be authorized under the following established regulations:

1.0 Approval of a proposed trip as described in items 2.0, 3.0, and 4.0 must be granted prior to the distribution of informational material to students or parents.

2.0 A proposed school-sponsored trip may be authorized in writing by the building principal provided that:

2.1 The trip does not leave the Commonwealth of Massachusetts;

2.2 The trip is not an overnight trip;

2.3 The trip is in keeping with School Committee policy.

2.4 The completed Field Trip Form, including the financial breakdown is included. Showing itemized expenses (transportation, ticket prices, etc.)

3.0 School-sponsored trips out-of-state or overnight require approval of the School Committee no less than sixty (60) calendar days prior to the departure date of the trip (exceptions for trips occurring as a result of various competitions will be considered individually).

3.1 The Director of School Health Services must be informed of all overnight and out-of-state field trips sixty (60) calendar days in advance of departure to ensure a school nurse is available for the trip if medically indicated.

4.0 Proposed school-sponsored trips or excursions that involve either international and/or trips that result in student absences for three or more consecutive school days shall be part of a course of studies and must have concept approval by the principal, Superintendent of Schools and approved by the School Committee no less than sixty (60) calendar days prior to the departure date of the trip (exceptions for trips occurring as a result of various competitions will be considered individually).

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5.0 Subsequent to the approval of the superintendent’s office, and/or the building principal, and/or coordinator, and/or the Director of Student Health Services, all contracts required for field trips must be reviewed and signed by the school business administrator.

6.0 In evaluating field trip requests, administrators and the School Committee shall consider, prior to approval, the following:

- 6.1** Relevance of the proposed field trip to the Common Core of Learning established by the Board of Education;
- 6.2** Provisions for adequate adult supervision to ensure student safety and welfare;
- 6.3** Suitability of the activity and distance traveled for the age level;
- 6.4** Degree of access to the field trip and subsequent education follow up by all students involved in the unit of study (every member of a class may not be able to attend a field trip);
- 6.5** Evidence of thoroughness in planning, including provision for making up missed class work and provision for students not participating in the trip;
- 6.6** Financial cost.

7.0 Educational field trips shall be planned and conducted in accordance with the following procedures:

- 7.1** The teacher will provide the parents with a detailed itinerary of the field trip to include, but not limited to, the following: destination of the trip; transportation and eating arrangements; date and time of departure; estimated time of return and the relation of the trip to the unit of study.
- 7.2** A signed parental/guardian permission slip is required for each student participating in a field trip. Slips will be distributed to parents at least one week in advance of the due date.
- 7.3** In addition to the teacher, the following adult chaperones will be required as follows:

<u>STUDENTS</u>	<u>CHAPERONES</u>
11-20	2
21-30	3
31-40	4
41-50	5
51-60	6
61-70	7

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PERSONNEL PROCEDURES

1. Notification of Personal Absence: It is recommended that all faculty members use *Aesop*. If *Aesop* is not available, the teacher should call the building administrator.
2. Faculty and staff will abide by the Tobacco Use Policy of the School Committee. Please refer to School Committee Policy 5.10 and MGL Chapter 71, Section 37H.
3. Faculty and staff are encouraged to speak openly and freely with their supervisors regarding suggestions, complaints, or concerns. In most cases, if an employee has a job-related problem, question, or complaint, it should be discussed with the supervisor. If the employee is not satisfied with the proposed solution or if the problem lies with the employee's supervisor, then the situation may be presented, orally or in writing, to the next level of management. If the matter still is not resolved satisfactorily, the employee may present the complaint to Human Resources, which will render an objective analysis of the situation and options. At any time, employees may seek the advice and guidance of their Association.

EQUIPMENT, SUPPLIES, ETC.

1. Use of Instructional Equipment: Damages and malfunctions must be reported immediately to the appropriate person. Each faculty member is also responsible for the proper and timely return of all equipment not permanently housed in her/his area. Students must not be allowed to handle any equipment deemed potentially harmful to children.
2. Use of Office Equipment: The principal will determine practices regarding the use of all office equipment.
3. Use of Supplies: Care must be taken to conserve all school supplies. Teachers are to be discriminating as to what is selected for their classroom use. Students must be taught to use supplies wisely. Supplies are for educational purposes only.

POLICY STATEMENT ON THE USE OF ELECTRONIC MEDIA

1. No electronic media may be brought into a school without the prior approval of the appropriate supervisor (coordinator, department chairperson, principal). Lesson plans must include the name of the media to be used with an indication as to its place within the curriculum.
2. In addition to the requirement that all materials must be previewed before use, caution must also be exercised in the choice of feature films with a "PG" or "PG13" rating. In no instance should

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an "R" rated film be shown, nor should a "PG13" film be shown to students under 13 years of age.

3. There shall be no copying of electronic media.
4. To avoid excessive booking, no media should be booked for more than three days at a time unless for a specified and approved unit of instruction.
5. The off-air recording should be done through school facilities wherever possible. If school materials are used, the recorded media remains the property of the school system and is housed in the IMC for the duration of the copy period.

USE OF COMMUNICATION SYSTEMS

1. School Intercom: administrative and secretarial staff will use the intercom unless specific programs or announcements warrant use by other staff or students, whereupon arrangements will be made through the office.
2. Telephone: Parent-teacher communication via notes and telephone is strongly encouraged. Personal calls, both incoming and outgoing, unless of an emergency nature, are discouraged. Generally, secretarial and administrative personnel will use office phones only. All long-distance (toll) calls are to be logged at the time of the call. All calls are to be kept as brief as possible. Students are not to use the phone without office permission.
3. Staff Mailboxes: Staff mailboxes are intended for the distribution of school information to personnel. Any exceptions must be cleared with the principal/designee.
4. School E-Mail: The use of school district electronic mail (e-mail) is an expectation of the Plymouth Public Schools to communicate between teachers, colleagues, and administration. Electronic mail (e-mail) does not constitute written notice under any provision of this Agreement unless expressly permitted.

BUILDING SECURITY

1. To prevent unauthorized persons from entering the building, all exit doors, other than the main entrance, are to be kept closed and locked at all times. Classroom doors are to be firmly closed after exiting during a drill.
2. Personal Property: All staff is responsible for the security of their personal property.

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3. In the schools where identification badges are available, employees are expected to wear them at all times.

1.11 CODE OF ETHICS OF THE EDUCATION PROFESSION

Adopted by the NEA 1975 Representative Assembly

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, students, parents, and the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I - Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, age, gender identity, or sexual orientation:
 - a. Exclude any student from participating in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student

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The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II - Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or another relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

1.12 FAMILY AND SCHOOL PARTNERSHIPS

Family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. The Plymouth Public Schools (PPS) is committed to building strong partnerships among home, school, and community.

Here are some examples of activities that schools offer to engage families in student learning:

- individual parent-teacher conferences
- special events, such as Math and Literacy Nights
- opportunities to volunteer in classrooms, fundraising activities, and fun events
- opportunities to attend and participate in School Council and other Parent School Organizations

SCHOOL COUNCILS

At each public elementary, secondary, and independent vocational school within the district there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent-teacher organization under the direction of the principal. Parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such a school; other persons, not parents or teachers of students at the school, and for schools containing any of the grades nine to twelve, at least one such student; provided, however, that not more than fifty percent of the council shall be non-school members

The responsibility of the School Council is to assist the principal in:

- Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
- Identifying the educational needs of students attending the school
- Reviewing the annual school building budget
- Formulating a school improvement plan

It is expected that for any school that contains grades nine through twelve, the Council shall review the student handbook each spring to consider changes in disciplinary policy to take effect for the following school year.

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OTHER GROUPS FOR PARENTS

In addition to the School Council, the Plymouth Public Schools has groups for parents whose children have disabilities (Special Needs Parent Advisory Council) and whose children receive Title I services. In addition, many of our schools have a PTA or HSA. These groups provide valuable resources and opportunities for children and families. We urge parents to become involved in both district-wide and school-based organizations. Contact your school and/or visit www.plymouth.k12.ma.us for information.

1.13 EMERGENCY PROTOCOL

Plymouth Public Schools believes that maintaining a safe work environment is of utmost importance. Employees are responsible for working safely and helping to prevent accidents and injuries. Federal and State occupational safety regulations detail the District's responsibilities for maintaining a hazard-free working environment. Employees are responsible for reporting unsafe conditions directly to the building principal or Assistant Superintendent of Human Resources and for avoiding unnecessary risks. All employees are responsible for adhering to Plymouth Public Schools District's safety rules, policies, and procedures that are in effect. Employees, who are not sure of a safety procedure, should ask a supervisor.

STAFF CRISIS MANUAL

The Staff Crisis Manual is intended to be the first step towards a coordinated response to an event. Each staff member should have a manual in his/her classroom, located in the file on the wall near the exit; and each staff member should familiarize himself/herself with the contents and his/her responsibilities.

Should a crisis occur, only the superintendent or designee is responsible for all communication to the public and/or media.

The Staff Crisis Manual includes protocols for the following events:

- Bomb Threat
- Buddy Teachers
- Choking Child/Adult
- Emergency Bags
- Evacuation Procedure
- Facilities Malfunction
- Field Trip Protocol
- Fights/Group Violence

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- Fire/Explosion
- Hazardous Material Accident
- Hostage Situation/Violence/Weapons
- Lockdowns
- Medical Emergency Protocol
- Missing Student
- Radiological Emergency
- School Bus Accident
- Sexual Assault
- Stranger/Intruder In Building
- Student/Staff Death
- Suicide Intent/Attempt
- Suspected Drug/Alcohol
- Universal Precautions/Blood-Borne Pathogens

If an employee is injured or experiences a medical emergency during the school day, he/she should contact the school nurse. The school nurse will provide first aid/emergency care and appropriate referral as well as assist in filing the required accident/injury claim with Massachusetts Inter-local Insurance Association (MIIA).

MEDICAL ALERT INFORMATION

If a student has a documented special health care need or diagnosis such as diabetes, a life-threatening allergy, or asthma, he/she may require medical assistance during the school day. Additionally, a student's medical condition may affect his/her ability to participate in class. For these and other reasons, an "@" symbol is located next to the student's name on the teacher's class/homeroom list. It is the teacher's responsibility to go to the school nurse to learn about the student's special health care needs. The student should be sent immediately to the school nurse if medical assistance is necessary. This information is confidential and shared by the school nurse with faculty on a need-to-know basis only.

In some instances, a student's special health care need may require the School Nurse to develop an Individualized Health Care Plan (IHCP) or Emergency Action Plan. The School Nurse will share this information with the teacher and request the teacher's input into the plan when appropriate.

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AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

Automated External Defibrillators are available in public areas of every school building and are accessible to the public in the event of a cardiac emergency in the building when school is not in session. [Link to District Policy Automated External Defibrillator \(AED\).](#)

STUDENT MEDICATION

Please be aware of the policy of the Plymouth Public Schools that all prescription and over the counter medications (e.g., Tylenol, Advil, etc.) are administered during school hours only by the registered nurse and when a current physician orders and the parent/guardian consent are on file in the nurse's office. Medications are administered in the nurse's office only.

There are, however, special situations defined by state law when a student may carry and administer his/her medication (self-administration) due to a specific medical need such as asthma, diabetes, cystic fibrosis, and a life-threatening allergy. The school nurse and parent in accordance with the district's medication policy determine self-administration. When this determination is made, the school nurse will notify the appropriate staff.

If you have concerns regarding a medication a student is receiving, please see the school nurse.

1.14 WELLNESS POLICY

1.0 GENERAL POLICY STATEMENT

The Plymouth Public Schools recognize the important relationship between wellness and academic success, not only for students but the entire school community. This policy intends to outline the district's ongoing commitment to support wellness in the areas of nutrition, physical activity, and other school-based activities that promote health and wellness. Using Section 204 of Public Law 108-265 – June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004, 105 CMR 225.000: Nutrition Standards for Competitive Foods and Beverages in Public Schools, and recommendations by the Massachusetts Departments of Education and Public Health, the following beliefs guide our efforts:

- Communication with parents/guardians, staff, and students is essential. We will seek opportunities to educate the school community on trends and information related to health and

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wellness. We encourage community partnerships that assist the district in this effort.

- Consistent with current federal and state nutrition regulations, the Plymouth Public Schools will continue to increase the availability and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value.
- Opportunities for physical fitness, both structured (K-12 physical education curriculum) and activity (recess, movement, extracurricular activities, and sports teams/clubs) will be supported and strongly encouraged. Again, the Plymouth Public Schools encourage community partnerships that assist the district to support an active, healthy community of learners.
- Educational opportunities for staff to share best practices that incorporate activity and wellness across the curriculum will be offered. Encouraging a healthy lifestyle for school employees further supports the overall objective of a healthy school community.
- The Plymouth School Committee is aware of the Wellness Policy Procedural Guideline and supports its implementation and monitoring. [Link to the District Policy for Wellness.](#)

1.15 EDUCATIONAL ACCESS CHANNEL INFORMATION

Channel 14 or Channel 45 (depending on the cable provider) are the Educational Access Channels in Plymouth. Schools are invited to submit videos and other productions to the channel lineup. Below are some faqs.

WHAT IS THE PURPOSE OF CHANNEL 14 AND 45?

Comcast and Verizon Cable have provided channels for educational use. Comcast and Verizon have also provided Channel 13 and 44 for public access shows and Channel 15 and 46 for government access events such as Town Meeting, Board of Selectmen, Fin Com, and the town bulletin board. Channel 14 educational programming consists of 24-hour programming to the town. Plymouth School Committee meetings are broadcast live and replayed at times on channels 14 and 45. Committee meetings typically are held, September through June, on the first and third Mondays of the month at 7:00 P.M. Meetings, are less frequent in the summer.

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WHAT KIND OF MATERIAL MAY BE SUBMITTED TO THE CHANNEL?

Any school-related events and productions for parents, students, and the community at large may be submitted. Typical events and productions include school concerts, theater performances, sporting events, award ceremonies, meetings, assemblies, and school news shows. Informational videos and educational content can also be submitted to this channel.

HOW DO I SUBMIT CHANNEL 14 AND 45 PROGRAMS FROM MY SCHOOL?

Please contact the Educational TV Specialist to find out how to get your school productions and events on the channel. Phone Number: 508-649-9779.

HOW LONG DOES IT TAKE FOR AN ANNOUNCEMENT TO AIR?

Events are shown weekly, playing twice a day, depending on the volume of material received. Usually airing the program 14 times to the public. This includes mornings and evenings so that everyone has a chance to watch the programming.

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Section 2 Employment

2.1 JOB POSTINGS

Plymouth Public Schools encourages qualified employees to apply for other positions within the District and posts available positions on the Plymouth Public Schools website at the following link: <http://www.plymouth.k12.ma.us/page.cfm?p=2515>. All internal-only positions can be found on the Plymouth Public Schools website at the following link: <http://www.plymouth.k12.ma.us/page.cfm?p=3084>. Applicants are encouraged to apply online utilizing www.schoolspring.com or by completing an application online at <http://www.plymouth.k12.ma.us/page.cfm?p=2515>. All applications, including current staff, are reviewed in the same pool. The district selects the candidate it believes is best suited for the position.

2.2 HIRING PROCEDURES

All applicants interviewed are required to complete an employment application. The district requires a complete Criminal Offender Record Information (CORI) check before hiring and every three years thereafter. In addition, effective July 1, 2013, all applicants are required to submit to a national criminal background check by submitting their fingerprints. The Human Resources Department in the form of a contract confirms employment offers by the district in writing. New employees will be asked to bring documentation proving identity and eligibility to work in the United States (passport or driver's license and social security card are the most common documents used). This information is used to complete an employee's I-9 form.

If an employee is eligible for benefits, the Benefits Coordinator will provide the information. All appropriate applications for benefits must be completed within 30 days of the date of hire. It is the employee's responsibility to make sure that all paperwork has been completed, signed, and returned to the Human Resources Department before the first day of employment.

2.3 BENEFITS

We offer the following optional deductions:

- a) Insurances
Health, Dental, Life, Accident, Long Term Disability, Short Term Disability, and Cancer

New employees are enrolled at the date of hire at a 20% employee contribution rate. Deductions for benefits are prepaid on a monthly basis. Please see the information booklets and rate sheet.

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- b) Direct Deposit - To the bank of the employee's choice, savings and/or checking accounts, any fixed amount, or the net amount of check. Forms are available at each school building's main office.
- c) Tax-Deferred Annuities – Salary reduction agreements are available from Payroll.
- d) Sec. 125 Cafeteria Plan - Group health insurance premium is deducted on a pre-tax basis at no cost to the employee unless directed otherwise. Medical and childcare pre-tax deductions are available through Cafeteria Plan Advisors. Employees should phone 1-800-544-2340 for enrollment information.
- e) Plymouth Fitness- Membership dues can be set up as a payroll deduction. Employees should contact the club directly at 508-746-7448 for enrollment information. The club is located on Aldrin Road in the Plymouth Industrial Park. Schedules, service descriptions, and a virtual tour can be seen at www.accessfms.com.
- f) Employee Assistance Program – This is a confidential counseling service providing professional help to employees and their family members for any type of personal problem. For information, call 1-800-544-2340.

Note: Enrollment in any of the insurance programs must be made within the employee's first 30 days of employment; otherwise, an employee will not be eligible to enroll until the annual open enrollment period or another qualifying event.

Employees should contact the Benefits Coordinator if they are interested in any of the optional deductions/benefits. It is the employee's responsibility to provide the Payroll and Human Resources Departments with current address and phone information. All changes must be submitted in writing to those departments.

2.4 COURSE REIMBURSEMENT

The School Department will reimburse certified teachers and nurses for eighty percent (80%) of the costs assessed by the provider, not including travel, room board, books, and materials, for up to three (3) academic courses of up to four (4) semester hours each per fiscal year satisfactorily completed. In the

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event that a course is more than four (4) semester hours, the employer will reimburse the employee for eighty percent (80%) of the cost of only four (4) of those semester hours. The maximum amount of reimbursement an employee may receive per fiscal year (July 1 through June 30) shall be one thousand two hundred fifty dollars (\$1,250.00). The maximum amount of reimbursement money available per fiscal year to all bargaining unit members is three hundred thousand dollars (\$300,000.00). Academic course credits are dit toward lane changes provided as follows:

All courses and degrees must be from a university accredited by one of the six (6) United States Regional Accreditation Associations of Schools and Colleges:

- New England Association
- Middle States Association
- North-Central Association
- Northwest Association
- Southern Association
- Western Association

All courses and degrees must be designed to improve his/her performance in his/her particular assignment. Employees requesting reimbursement for a course must provide a statement describing how the course will improve his/her performance in his/her particular assignment or how it is beneficial to the school system as a whole. The request for reimbursement shall include the endorsement of the Department Head or Building Principal to which the applicant is assigned. Advance approval must be obtained from the Superintendent of Schools or his/her designee at least ten days in advance of the time of the course. Substitutions for courses selected may be necessary due to changes by the college in its offerings. Such substitution must be directly related to the particular assignment or an approved degree requirement. Substitution must be approved by the Superintendent of Schools or his/her designee at least ten school days prior to the employee's taking said course. A numerical grade of 75 or higher (or letter equivalent) must be attained in order to receive reimbursement or credit toward a lane change.

D. The Superintendent may recommend to the Committee that credit be granted for:

1. Attendance at educational institutes, workshops, or similar programs specifically related to a teacher's field of work.
2. Research or other special projects are considered to be of unusual value to the welfare of the students.

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3. Credit may be granted in the form of:
 - 3.1 An advance in steps;
 - 3.2 Professional credits beyond the Bachelor's or Master's degrees; or
 - 3.3 A combination of both.

2.5 EVALUATIONS

The complete Plymouth Public Schools teacher evaluation document may be found online at www.plymouth.k12.ma.us → **Our District** → **Human Resources** → **Teacher Evaluation**

2.6 LEAVE REPORTS

Teachers and administrators receive leave reports from the Payroll Department in the fall indicating the current salary and balance of accumulated sick days and personal days.

2.7 LEAVES OF ABSENCE

Plymouth Public Schools District may, at its discretion, permit leaves of absence without pay on a case-by-case basis to its employees. Employees are otherwise entitled to leaves of absence as required by state or federal law as in effect and to the extent applicable to the District.

FAMILY AND MEDICAL LEAVE ACT

The Family and Medical Leave Act of 1993 requires that eligible employees be given up to 12 weeks of unpaid, job-protected leave during any 12 months for the birth and first-year care of a child; the adoption or foster placement of a child; the serious medical condition of the employee's spouse, child, or parent; the employee's serious medical condition; or any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty." Both the employer and the employee have certain rights under the act. The Human Resources Department can be contacted for further information.

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CHILD REARING/PARENTAL LEAVE

An employee who has completed the initial probationary period set by the terms of employment, not to exceed 3 months, as a full-time employee, shall be entitled to 8 weeks of parental leave to give birth or for the placement of a child under the age of 18, or under the age of 23 if the child is mentally or physically disabled, for adoption with the employee adopting or intending to adopt or for the placement of a child with an employee pursuant to a court order provided, however, any two (2) employees of the same employer shall only be entitled to 8 weeks of parental leave in aggregate for the birth or adoption of the same child. The employee shall give at least two weeks' notice to the employer of the anticipated date of departure and intention to return or provide notice as soon as practicable if the delay is for reasons beyond the individual's control. The employee shall be restored to the employee's previous, or a similar, position with the same status, pay, length of service credit, and seniority, wherever applicable, as of the date of the leave. An employee on parental leave for the adoption of a child shall be entitled to the same benefits offered by the employer to an employee on parental leave for the birth of a child. **The parental leave may be with or without pay at the discretion of the employer.**

A. Short-Term Child-Rearing/Parental Leave:

1. Short-term child-rearing/parental leaves of absence will be provided to employees to the extent required by, and subject to the provisions of, applicable laws, including the Massachusetts Parental Leave Act (MPLA), MGL Chapter 149, Section 105D, and the Family Medical Leave Act (FMLA), 29 USC Section 2601 et seq. The MPLA provides, on conditions stated therein, for employees who have worked for at least three (3) consecutive months to be entitled to a leave of absence of up to eight (8) weeks for giving birth, adoption or foster placement of a child. The FMLA provides, on conditions stated herein, for employees who have been employed for at least twelve (12) months and have worked at least 1250 hours in the previous twelve (12) months to be entitled to a leave of absence of up to twelve (12) weeks for purpose of birth, adoption or foster placement of a child, provided that no portion of such twelve-week period has been used for other FMLA- eligible events in the same twelve (12) month period. MPLA and/or MFLA leaves concurrently with other leaves as applicable.
2. Said short term child-rearing/parental leave shall commence immediately upon the birth of the child(ren) or arrival in the home of the adoptive or foster child(ren), unless the employee is required to take time prior to the birth or placement, or unless the Superintendent, in his or her sole discretion, permits a short-term child-rearing/parental leave to commence at another time following the birth, adoption or placement of the child(ren). An employee shall provide the employer with at least two (2) weeks' notice of his/her intended date of departure and of his/her intention to return. Employees

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are urged to give earlier notification to provide the employer with additional time to secure a replacement.

B. Long-Term Child-Rearing/Parental Leave:

1. Upon conclusion of a short-term child-rearing/parental leave, an employee employed on active duty consecutively by the school district for at least one year prior to the beginning of the applicable leave period may be granted a long-term child-rearing/parental leave of absence without pay. Such leave shall commence immediately upon the conclusion of any short-term child-rearing/parental leave, unless the employee is required to take time prior to the birth, adoption, or placement, or unless the Superintendent, in his sole discretion, permits a childrearing/parental leave to commence at another time following birth, adoption or placement of the child(ren). Such combined short-term and long-term leave period shall impact no more than two consecutive school years, such that the period of combined leave shall end at the conclusion of the school year in which the combined leave begins, or at the end of the subsequent school year. An employee may request to return to work at a time other than a time that coincides with the beginning of a school year if there is an available position or one that becomes available, for which he or she is certified. An available position is defined to be one that is not being held by an employee under contract.
2. Such leave shall run concurrent with, and not in addition to, leave under applicable law.
3. A request for long-term child-rearing/parental leave must be submitted under ordinary circumstances in writing to the Superintendent of Schools at least eight (8) weeks before the requested anticipated date of departure, and the anticipated end date of such leave must be specified at such time. If the employee wishes to modify the anticipated end date originally provided, he or she must notify the Superintendent no later than March 1 s preceding the end

C. Short-Term and Long-Term Child-Rearing/Parental Leave:

1. An employee may apply up to five (5) of his or her accumulated sick days to a period of child-rearing/parental leave. Such days must be taken (a) during the teacher's work year and (b) immediately following the birth or arrival of the child in the home. This provision is to be construed separately from the provision of the second sentence in Article XIII(B)(2).
2. If the reason for child-rearing/parental leave no longer exists, the employee will be allowed to return to work.

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3. If an employee fails to return from child-rearing/parental leave upon its conclusion, he or she shall be deemed to have resigned.
4. All benefits to which the employee was entitled at the time his/her leave of absence commenced, including but not limited to any unused accumulated sick leave, shall except as in otherwise provided herein, be restored to him/her upon his/her return. Upon his/her return, he/she shall be advanced to the next step on the salary schedule, provided he/she has taught at least ninety-one (91) days during the year in which his/her child-rearing leave commenced.
5. Upon return to duty following the conclusion of child-rearing/parental leave, an employee shall be returned to his/her previous position or a substantially equivalent position.

D. Both parents employed by Plymouth Public Schools

In cases where both parents are employed by the School District, such employees shall only be entitled to the maximum amount of leave herein in the aggregate.

E. Pregnancy and Childbirth

The disability of an employee causally related to pregnancy or childbirth shall be covered by the sick leave provisions of this Agreement.

DOMESTIC VIOLENCE LEAVE

Leave for purposes related to domestic violence is provided in accordance with M.G.L. c. 149, § 52E. Please contact Human Resources for additional information. [Link to Domestic Violence Leave Policy.](#)

JURY DUTY LEAVE

Time necessary to serve on jury duty. The salary paid by the Plymouth Public Schools during such absence for jury duty shall be the unit member's daily rate of pay less any monies paid by the involved County, State, or Federal court for such jury duty.

SMALL NECESSITIES LEAVE

All employees who have worked in the district for at least 12 months and have worked 1250 hours over the previous twelve (12) months qualify for leave under the Massachusetts Small Necessities Leave Act, M.G.L. c. 149, § 52D. Under this law, employees may take up to 24 hours of leave in a twelve (12) month period for the following purposes: (1) to participate in school activities directly related to the educational advancement of a son or daughter of the employee, such as parent-teacher conferences or

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interviewing for a new school; (2) to accompany the son or daughter of the employee to routine medical or dental appointments, such as check-ups or vaccinations; or (3) to accompany an elderly relative of the employee to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing at nursing or group homes.

MILITARY LEAVE

Military leave and other statutorily provided leaves shall be in an unpaid status, limited to the period provided in the law, and subject to the same benefits as all other unit members who are in an unpaid leave status: except those benefits provided specifically by the law. Requests for such leaves are to be provided to the School Department by written notice. In the case of military leave, employees are to submit copies of military orders before the beginning of the leave which verifies, if possible, the return date. Leaves granted under this section are to meet notification requirements listed in section I of this Article.

2.8 LEAVING EMPLOYMENT

Either the teacher/administrator or the district may elect to end the employment relationship. Upon termination of employment, the employee is responsible for returning all property of the district, including but not limited to keys, documents, computers, computer files, and equipment. On termination of employment, supervisors should be given access to necessary computer files and programs including passwords for email, voicemail, etc. An employee may leave employment in two primary categories: voluntary and involuntary.

VOLUNTARY

Voluntary terminations include resignations, retirement, failure to return from leave, failure to return to work without any notification to the district, and completion of a contract. **A resigning teacher is required to give thirty (30) days' notice.**

RETIREMENT

Employees considering retirement are asked to schedule an appointment with the Benefits Coordinator as soon as possible, preferably 90 days prior to the proposed retirement date. The District provides retiree medical benefits based on the current contract. The retiree's benefits may be modified at any time without prior notice. Further information on retiree benefits is available from the Benefits Coordinator.

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INVOLUNTARY

Involuntary terminations include layoffs and terminations for disciplinary reasons.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, a transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102 percent of the cost of the plan. More information can be found at <http://www.dol.gov/dol/topic/health-plans/cobra.htm> or by contacting the Human Resources Department.

2.9 LICENSURE AND RECERTIFICATION

It is the responsibility of all employees to maintain an appropriate and current Massachusetts Department of Elementary and Secondary Education license. Please consult the Massachusetts Department of Education website at <http://www.doe.mass.edu/licensure/> or call (781) 338-6600 for assistance. A copy of an employee's up-to-date license must be submitted to the Assistant Superintendent of Human Resources.

2.10 PERSONNEL RECORDS

Plymouth Public Schools maintains personnel records for payroll administration and other important purposes. It is important to keep these records up to date. Employees must notify Human Resources in writing of any address changes, phone numbers, licensure, emergency contacts, or other applicable family or beneficiary information.

Employees who wish to change the number of dependents listed for income tax purposes should complete a new W-4 form, available in the Human Resources office.

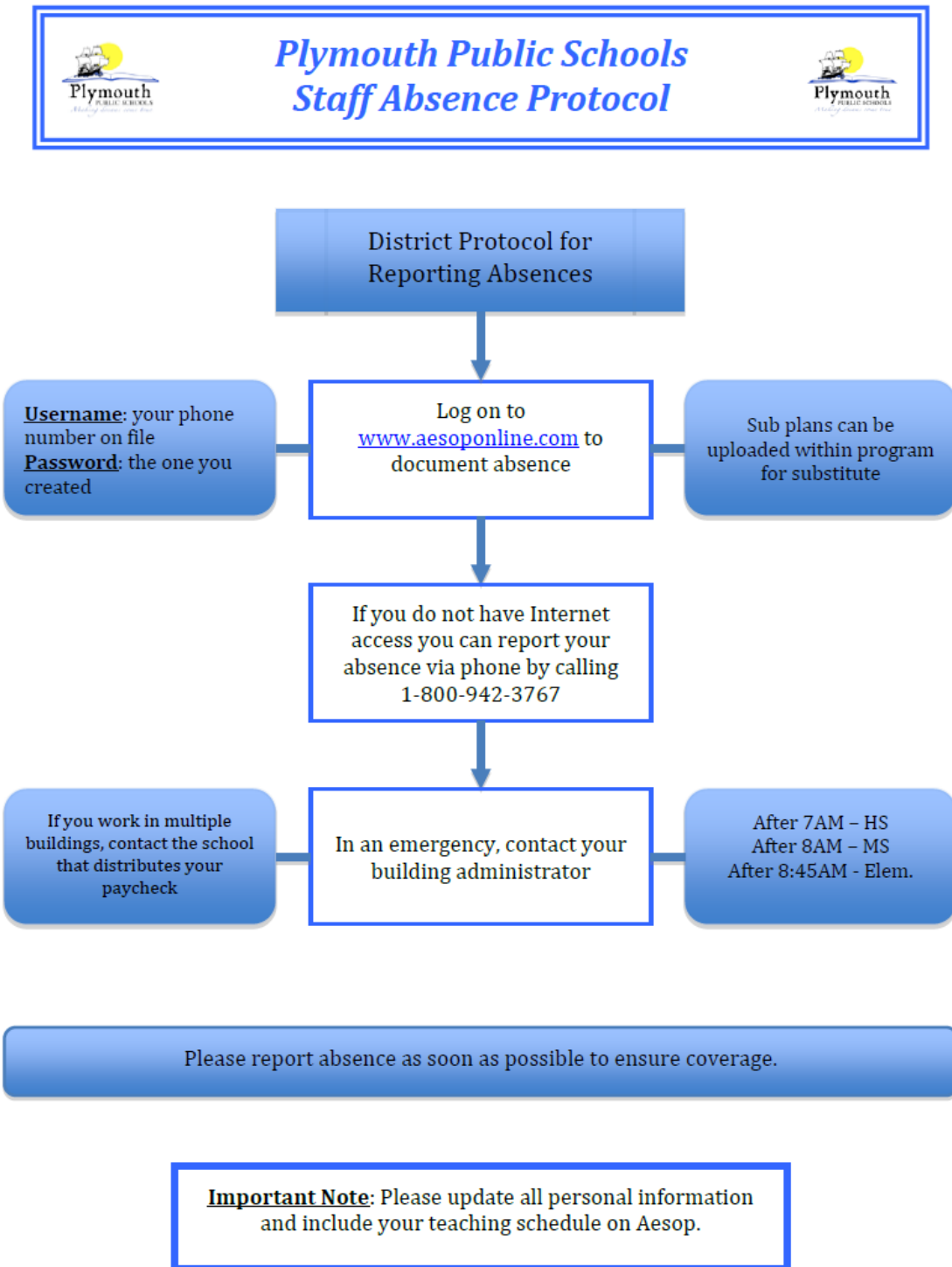
Personnel files are the property of the district. Employees may review their personnel file by submitting a written request to the Human Resources office. That office will schedule an appointment during normal business hours for the employee to review the file. 1. Upon written request, each teacher shall have the right to review his/her personnel file. At the teacher's request, a representative of the Association may

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accompany the teacher in such review. Facilities shall be available for the teacher to make photocopies at his expense, of such contents and records as concern his work or himself.

An employee will receive notice within ten (10) days whenever a document that has been or may be used to negatively affect an employee's qualification for employment, promotion, transfer, additional compensation, or the possibility that the employee will be subject to disciplinary action is placed in the employee's personnel file.


2.11 SUBSTITUTE COVERAGE



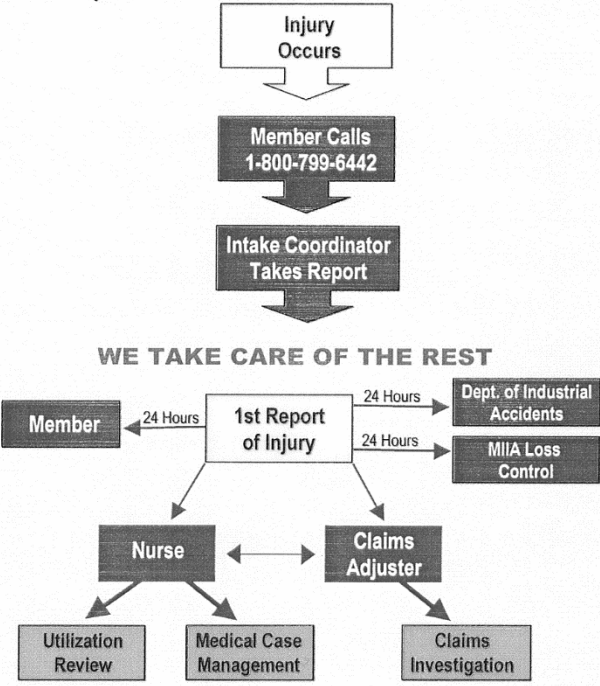
2.12 WORKER'S COMPENSATION MIIA INFORMATION SHEET

REPORT WORKERS' COMPENSATION CLAIMS BY PHONE

Call 1 800 799 6442 (MIIA)



How the program works



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graph TD; A[Injury Occurs] --> B[Member Calls 1-800-799-6442]; B --> C[Intake Coordinator Takes Report]; C --> D[1st Report of Injury]; D -- 24 Hours --> E[Member]; D -- 24 Hours --> F[Dept. of Industrial Accidents]; D -- 24 Hours --> G[MIIA Loss Control]; D --> H[Nurse]; D --> I[Claims Adjuster]; H <--> I; H --> J[Utilization Review]; H --> K[Medical Case Management]; I --> L[Claims Investigation];
```

WE TAKE CARE OF THE REST

Member ← 24 Hours

1st Report of Injury → 24 Hours → **Dept. of Industrial Accidents**

1st Report of Injury → 24 Hours → **MIIA Loss Control**

1st Report of Injury → **Nurse**

1st Report of Injury → **Claims Adjuster**

Nurse ↔ **Claims Adjuster**

Nurse → **Utilization Review**

Nurse → **Medical Case Management**

Claims Adjuster → **Claims Investigation**

When reporting a claim, what information will I need to tell the Intake Coordinator?

Employer's Name
Federal Tax ID*

Employee's Information
Name
Social Security Number
Home Address
Marital Status*
Number of Dependents*
Date of Hire*
Date of Birth
Average Weekly Wage*
Occupation

Injury Information
Location of employee, when injured
Source of injury
Describe how injury occurred
To whom was injury reported/their position
Date injury reported
Date injury reported as work related
Description of body part injured
Witness(es) to injury, if any

Employee Work Status
Has employee returned to work?
Date of return to work

*If available 11/99

The Employee Assistance Program is a confidential counseling service providing professional help to employees and their family members for any type of personal problem. For information, call 1-800-451-1834.

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Section 3

Policies, Laws, and Regulations

This section includes frequently referenced policies. It is important for staff to read and be familiar with all of the policies of the Plymouth Public Schools.

3.1 STAFF TECHNOLOGY ACCEPTABLE USE POLICY (AUP POLICY)

Plymouth Public Schools recognizes the value of teacher inquiry, investigation, and innovation by using technology tools to enhance learning. Plymouth Public Schools recognizes an obligation to teach and ensure responsible and safe use of technology by their staff. This policy addresses staff use of the district network, email, web publishing, personal computers, and publicly available social media networks including personal websites, blogs, wikis, social networks, online forums, virtual worlds, and any other sites considered social media. The use of professional social media is an extension of the classroom. Whether at home or in school, anything considered inappropriate in the classroom is also inappropriate in the use of social media.

1.1 PURPOSE

1.2 Plymouth Public Schools provides employees and students access to the Plymouth Public Schools Local and Wide Area Network (hereinafter referred to as the network), which also serves as our gateway to the Internet.

1.3 The network has been developed for educational purposes. It is intended to assist in preparing students and teachers for success in life in the 21st century by providing access to a wide range of information resources and the ability to communicate with people throughout the world. The term “educational purposes” includes use of the network for curriculum activities, research, and professional or career development activities related to education.

1.4 The network will be used to enhance productivity through increased communication within the district, with parents, social service agencies, government agencies, businesses, etc.

1.5 The network may not be used for personal and/or commercial purposes, including (but not limited to) offering or purchasing goods and/or services for personal use.

2.1 RESPONSIBILITIES

2.2 The District Network Engineer and the Coordinator of Educational Technology and Instructional Media will oversee access to the network and will establish processes for authorization for software installation; backup and archival of databases; virus protection; and compliance with the Children’s Internet Protection Act (CIPA).

2.3 The Principal or designee will maintain signed user agreements, and be responsible for enforcing the Technology AUP.

2.4 When using the Internet for class activities, teachers will have previewed and selected material appropriate to the students and relevant to the course objectives. Teachers will aid students in developing critical thinking skills (i.e., assessing reliability of information found on the Internet) and provide guidelines and resources to assist their students in focused research activities.

3.1 DISTRICT LIMITATION OF LIABILITY

3.2 Plymouth Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its network, network infrastructure, or district-owned or -leased devices will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service caused by any reason, or personal physical, psychological, or monetary damages. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for unauthorized financial obligations arising through the use of the system.

4.0 DUE PROCESS

4.1 When using the network, the user agrees to take full responsibility for his or her actions. The Plymouth Public Schools will not be held liable for the actions of anyone connecting to the Internet through this network. Therefore, all users shall assume full liability, legal, financial, or otherwise, for their use of the network.

4.2 Violations of the Technology AUP can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the Administration of the Plymouth Public Schools and/or Town, County, State, or Federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include termination of employment.

4.3 Any question or allegations concerning adherence to the Technology Acceptable Use Policy should be brought to the attention of the Coordinator of Educational Technology.

5.0 MONITORING AND PRIVACY

5.1 The network is the property of the school department and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files stored on or accessed through the network. Records of electronic device use may be subject to public records law and may be discoverable in criminal or civil proceedings.

5.2 All Plymouth Public Schools email and files, either downloaded or copied from the Plymouth Public Schools system, that is accessed through a user's home computer or any other non-Plymouth Public Schools

computer or device, are Plymouth Public Schools' property and should be used and protected according to this policy and other applicable policies and laws governing information confidentiality and security.

5.3 An individual search will be conducted if there is suspicion that a user has violated the AUP or the law. The nature of the investigation will be in the context of the nature of the alleged violation.

5.4 Technicians and computer system administrators maintain full access rights to all storage devices and may need to access/manage such storage devices as part of their duties.

5.5 The Plymouth Public Schools prohibits the use of camera and audio recording functions on any equipment, including but not limited to personal cameras, personal camera telephones, and/or school-issued devices, at school or school-sponsored events, except when specifically authorized by school administration or staff and with knowledge and consent of the participants. In no event should any photographs or video be taken of confidential information, nor should photographs, audio, or video recordings be made without knowledge of the subjects. Audio recording without the consent of the individuals recorded may result in criminal felony charges. M.G.L. c. 272 § 99.

6.0 UNACCEPTABLE USE

When faculty and staff of the Plymouth Public Schools use the Plymouth Public Schools network connection, Plymouth Public Schools -owned or -leased device or any personal electronic device connected to the Plymouth Public Schools network, they become an extension of the Plymouth Public Schools and are expected to follow the guidelines of this policy. Inappropriate use in violation of this policy, the staff handbook, school committee policies, and state and federal laws or regulations will not be allowed. Access to the Internet, other electronic resources, and the hardware is a privilege, not a right, and carries with it responsibilities for safe and respectful use.

REQUIREMENTS:

- Employees must be respectful and professional in all communications (by word, image, text, or any other means). Employees shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Employees should not engage in personal attacks, including prejudicial or discriminatory attacks or harassment of any kind; they should not knowingly or recklessly post false or defamatory information about a person or organization, or post information that could cause damage or disruption. This includes, but is not limited to, the posting of broadcast messages or other actions that cause congestion of the network or interfere with the work of others.

- Employees should not install unauthorized software or download unauthorized software from a remote location without express permission of the Coordinator of Educational Technology and Instructional Media or the District Network Engineer.
- Employees should not attempt to go beyond their authorized access, make deliberate attempts to disrupt system performance or destroy data (by spreading computer viruses or by any other means), or engage in other illegal activities; they should not change in any way the configuration of a computer or network without permission of administration or technology staff.
- Employees should not disseminate passwords, codes, access telephone numbers, or account numbers to unauthorized persons.
- Employees should not use the network to access or send material that is profane or obscene (e.g., pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (e.g., hate literature).
- Employees should not damage or vandalize computers, computer systems, or networks.
- Employees should not trespass in others' folders, work, or files, or use another's password.
- The network may not be used for personal and commercial purposes, including, but not limited to, offering or purchasing goods and/or services for personal use.
- Employees may not engage in electronic forgery, credit card fraud, or other illegal behavior.

7.0 E-MAIL

7.1 All e-mails created or received by an employee of a governmental unit is a public record. According to Massachusetts General Laws, the term "public record" is defined as all documentary materials or data created or received by any officer or employee of a governmental unit, regardless of physical form or characteristics. G. L. c. 4 S 7(26). E-mail is, therefore, a public record and it is subject to the requirements of the Public Records Law, G.L. c. 66. Any member of the public may request copies of the e-mail. Please note that even deleted messages are subject to disclosure because they still exist on backup drives.

7.2 Users should consider e-mail messages equivalent to letters sent on official letterhead and therefore should be written in a professional and courteous tone.

7.3 Faculty and staff must not subscribe to mass electronic mailings (e.g., chain letters, Joke of the Day, Horoscopes, Trivia, etc.). Mass mailings take up valuable network space that should be used for educational purposes.

7.4 The Coordinator of Educational Technology and Instructional Media or the Systems Engineer monitors the network to ensure proper network operations. Principals, Department Heads, or Supervisors may request detailed reports indicating e-mail and Internet usage.

8.0 WEB PUBLISHING

The Plymouth Public Schools website is designed to provide a portal to enable communication among teachers, students, staff, administration, and the community. Material posted on the district's website or web portal must reflect the high educational standards of the Plymouth Public Schools. To ensure the safety of our students and the accuracy and security of district information, the guidelines and procedures listed below must be followed:

8.1 No student's personal information, such as SIMS (Student Information Management Systems) data, last name, home address, and telephone number may be posted on the website. Students must have signed permission from their parent/guardian granting permission to post the student's work.

8.2 Requests to post material on the Plymouth Public Schools' Web site must have prior approval of the Principal or designee.

8.3 Photographs and images used must have the written permission of not only the person or organization that owns the image but of any person or persons included within the image.

8.4 Logos or Trademarks used must have written permission from the person or organization that owns the trademark.

8.5 Student directory information may not be published.

8.6 The creator of the home page is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, etc.). The information should be factually accurate and current. If errors are observed, the District Technology Coordinator or designated school Webmaster should be contacted to make the necessary corrections.

8.7 It should be noted that the Plymouth Public Schools name or logo may not be used on a personal web page without the permission of the Superintendent.

9.0 PERSONAL COMPUTERS

9.1 Faculty and staff personal computers may be configured for Plymouth Public Schools' network with approval from the Coordinator of Educational Technology and Instructional Media or Systems Engineer.

9.2 Personal computers are not the property of Plymouth Public Schools and will not be serviced by the Technology Department.

9.3 Personal computers must have up-to-date virus protection software in order to be placed on the district's network.

9.4 Use of personal electronic devices (laptops, cell phones, etc.) connected to the Plymouth Public Schools' network must abide by this Acceptable Use Policy.

10.0 PLAGIARISM AND COPYRIGHT INFRINGEMENT

10.1 Existing copyright law will govern the use of material accessed through the network. The user will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. All copyrighted material used on the district's web page must have the express written permission of the person or organization that owns the copyright. Plymouth Public Schools will cooperate with copyright protection agencies to investigate copyright infringement by users of the computer systems and networks of the Plymouth Public Schools.

11.0 MODIFICATION OF THIS POLICY

The Plymouth Public Schools School Committee reserves the right to modify or change this policy and related implementation procedures at any time.

12.0 STAFF TECHNOLOGY AUP ACCESS AGREEMENT

Your signature on this document is legally binding and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in the Plymouth Public Schools employee handbook and discipline policies.

3.2 ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Congress passed the Asbestos Hazard Emergency Response Act (AHERA), a provision of the Toxic Substances Control Act, in 1986. AHERA requires local educational agencies to inspect their schools for asbestos-containing building material and prepare management plans that make recommendations for the reduction of asbestos hazards. In conformance with the Asbestos Hazard Emergency Response Act (AHERA) regulations, the Plymouth Public School Department hereby gives PUBLIC NOTICE that its school buildings contain asbestos-containing materials, and further, that each of the buildings has an AHERA MANAGEMENT PLAN, which has been approved by the Commonwealth of Massachusetts.

3.3 CONFLICT OF INTEREST

Any circumstance that could cast doubt or the appearance of doubt upon an employee's ability to act with total objectivity concerning the District's interests presents a potential conflict of interest situation. Additionally, employees must comply with the requirements of the Massachusetts Conflict of Interest Law, M.G.L. c. 268A.

Given the complexity and diversity of the District, it is not possible for a single statement to be all-inclusive and by the same token, any generalization may be overly broad. Employees who have any questions about whether a particular activity or transaction is permitted or prohibited by this statement should seek clarification from the appropriate supervisor.

3.4 ENERGY MANAGEMENT

Notify the appropriate principal, vice-principal, supervisor, head custodian, or maintenance person of heating, ventilation, cooling, lighting, electrical, or plumbing issues.

Heating and Cooling

- Windows. Windows should be closed.
- Doors. Exterior and vestibule doors should be closed.
- Heating & Cooling Supply Appurtenances. Radiators, perimeter heaters, unit cabinet heaters, classroom univents, air supply, return grilles, exhaust fans, etc. should be unobstructed.
- Exhaust Fans. Exhaust fans in laboratories, storage rooms, staff workrooms, utility rooms, etc. should be off when unnecessary or during student unoccupied times.

Heating

- Thermostats. Thermostats should be set at 68F – 72F during student occupied times. Thermostats should be set back to 55F when unnecessary or during student unoccupied times.
- Possibility of Freezing. Closets and cabinets with piping along exterior walls should be opened at end of the workday.
- Window Air Conditioners. Window air conditioners should be covered or removed.
- Window Treatments. Shades, curtains, blinds, etc. should be closed at end of the workday.

Cooling

- Thermostats. Thermostats should be set at 74F when necessary or during student-occupied times. Thermostats should be turned off or set at the highest setting when unnecessary or during student unoccupied times.
- Window Treatments. Shades, blinds, curtains, etc. should be closed.

Electricity

- Computers. Except for essential computer network servers, computers, monitors, speakers, printers, etc. should be off at end of the workday and unplugged for summer vacations.
- Office Equipment. Copiers, laminators, shredders, etc. should be off at end of the workday and unplugged for summer vacations.
- Media Equipment. Televisions, stereos, radios, VCR/DVD players, etc. should be off when unnecessary or at end of the workday and unplugged for summer vacations.
- Staff Kitchen Appliances. Vending machines, refrigerators, microwave ovens, toaster ovens, coffee makers, water dispensers, etc. should be cleaned out and unplugged for summer and week-long vacations.

Lights

- Unoccupied Areas. Lights in unoccupied classrooms, staff workrooms; staff dining rooms, gymnasiums, auditoriums, cafeterias, kitchens, locker rooms, office spaces, utility rooms, storage rooms, common areas, etc. should be off.
- Daylight. Lights near windows and in areas with ample daylight should be off.
- Playing Field Lights. Playing field lights should be on one hour before events begin and off within one hour after events end when daylight is not available.
- Ample Lighting. Only enough light should be on to perform work and maintain safe passage during student unoccupied times. Allow other personnel to turn on lights where they need them.

3.5 FUNDRAISING

- 1.0 A “Request for Fundraising” form must be completed in detail by the sponsoring party, including all parent organizations (See Section 6 for the form).
- 2.0 The building principal and Superintendent or his/her designee will approve or disapprove all fundraising requests.
- 3.0 The School Committee will be notified of all fundraising activities approved by the building principal and Superintendent or his/her designee.
- 4.0 It must be understood that no fundraising activity is to interfere with the educational instruction of the children. All activities are to be considered for their educational value and be void of any commercial overtones.
- 5.0 No door-to-door sales or solicitations will be conducted by any students.

3.6 HARASSMENT – CIVIL RIGHTS GRIEVANCE PROCEDURE & TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURE

CIVIL RIGHTS GRIEVANCE PROCEDURE

The Plymouth Public Schools (“District”) is committed to maintaining school environments free of discrimination, harassment, or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age, or disability.

Harassment, discrimination, and retaliation in any form or for any reason are prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors, and other individuals in school or at school-related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this procedure is unlawful and will not be tolerated by the Plymouth Public Schools.

Persons who engage in harassment, discrimination, or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, or other sanctions as determined by the school administration, subject to applicable procedural requirements.

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

The *Civil Rights Grievance Procedure* shall not apply to reports of sexual harassment as defined under Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) effective August of 2020.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District’s *Title IX Sexual Harassment Grievance Procedures*. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the *Title IX Sexual Harassment Grievance Procedures*. **See *POLICY 6.8***.

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the *Civil Rights Grievance Procedure*.

DEFINITIONS

For the purposes of this procedure:

- “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability, or religion by which an individual is excluded from

participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

- “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, disability, or religion that is sufficiently severe, persistent, or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct, which rises to the level of a hostile environment. A hostile environment is one that unreasonably interfered with an individual’s participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

NON-TITLE IX SEXUAL HARASSMENT

M.G.L. c. 151B, § 1 - the term “sexual harassment” is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

M.G.L. c. 151C, § 1 - the term “sexual harassment” is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Title VII of the Civil Rights Act of 1964 - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. A hostile environment on the basis of sex is created when the conduct is sufficiently severe or pervasive to alter the conditions of employment.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number, and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Conduct does not constitute harassment where the incident occurs off-campus at a non-school-sponsored activity and does not create a hostile environment at school for the victim.

Retaliation: retaliatory acts against any individual who exercises his or her rights under the civil rights statutes covered by this procedure or the sexual harassment procedure are considered discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under this procedure and/or the Title IX Sexual Harassment Procedures.

Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.

Party or Parties: The complainant and/or respondent.

Principal:

- The Principal or Principal's designee.
- Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this procedure.

HOW TO MAKE A COMPLAINT

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this procedure. In such circumstances, that person is referred to as the "reporter."

Any District employee who observes or receives a report of discrimination, harassment, or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment, or retaliation against a student should intervene to stop the conduct and report it to

the Principal. Upon receipt of a report of discrimination, harassment, or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.

Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment, or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.

Anonymous Reports: Complainants and reporters should be aware that although the District will often be able to maintain the confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community which may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including limitations on the ability to take disciplinary action against a Respondent.

Informal Process: If the District concludes that it is possible to resolve a matter, whether after a formal complaint or an informal report, in a prompt, fair, and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

Formal Process: A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.

Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate

personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.

Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment, or retaliation has occurred.

Timeframes: The District will seek to complete any investigation within twenty (20) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within twenty-five (25) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances, including but not limited to the availability and cooperation of witnesses, the complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report of discrimination, harassment, or retaliation is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. If the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant and Respondent of the extension. A report to law enforcement will not automatically delay an investigation; however, a request from law enforcement to delay the investigation may require a temporary suspension of an investigation, and the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed.

Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator, or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A formal complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority.

DURING THE FORMAL RESOLUTION PROCEDURE:

- The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
- The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
- The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
- The investigator will keep a written record of the investigation process.
- The investigation will be completed within twenty (20) school days of the date of receipt of the complaint.
- The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.
- Nothing in this Procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the time period described above.
- Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- If the investigator determines that discrimination, harassment, or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to Identifying what steps are necessary to prevent the recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
- Informing the Complainant and Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines.
- The school administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

Appeal: If the Complainant or the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term suspension as a result of a finding of discrimination, harassment or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable

to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing (email is sufficient) to the Superintendent or designee, Plymouth Public Schools, 11 Lincoln Street, Plymouth, MA 02360. The Superintendent or designee will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.

Identification of Civil Rights Coordinator for complaints of discrimination, harassment and retaliation under this procedure is:

Erik Cioffi, Assistant Superintendent of Human Resources

**11 Lincoln Street
Plymouth, MA 02360**

Employment Agency Information: federal employment discrimination enforcement agencies are as follows: 1) Federal - United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>. Legal Ref: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5; SC Policy 6.15, Anti- Bullying; SC Policy 2.6, Nondiscrimination.

TITLE IX GRIEVANCE PROCEDURE

OVERVIEW

The Plymouth Public Schools (“District”) are committed to maintaining school environments free of sexual harassment. Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school-related events. The Plymouth Public Schools does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the Plymouth Public Schools.

SCOPE

The Title IX Sexual Harassment Grievance Procedures have been developed in accordance with the revised Title IX regulations, 34 CFR Part 106, effective August 14, 2020, which established a new definition of sexual harassment under Title IX and which mandate specific procedures for responding to and investigating allegations of sexual harassment under Title IX.

The Title IX Sexual Harassment Grievance Procedures apply only to allegations of sexual harassment under Title IX, which includes harassment based on sex, sexual orientation, and/or gender identity, and is defined in the Definitions section below.

The Title IX Sexual Harassment Grievance Procedures apply to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District program or activity is conducted on or off school grounds. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Allegations of conduct that meet the definition of sexual harassment under Title IX will be addressed through the Title IX Sexual Harassment Grievance Procedures. Allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Harassment Grievance Procedures.

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District’s Civil Rights Grievance Procedures. (See exception under Section II, Part 4, Step 4 below). The definitions of sexual harassment under Title VII, M.G.L.

c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedures. Please see ***POLICY 9.26*** The District's Civil Rights Grievance Procedures.

CONFIDENTIALITY

The District will keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Educational Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure.

DEFINITIONS

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. Parents and/or legal guardians of a complainant are not considered a complainant but may file a Formal Complaint on behalf of a minor child and act on behalf of the minor child in any Title IX matter. For the purpose of this procedure the terms “complainant” and “alleged victim” shall have the same meaning.

Formal Complaint: A document or electronic submission filed by a complainant, that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the Formal Complaint, or a document signed by the Title IX coordinator, that:

- alleges sexual harassment against a respondent, and
- requests that the District investigate the allegation of sexual harassment.

At the time of filing a Formal Complaint, the complainant must be participating in or attempting to participate in the District's education program or activity with which the Formal Complaint is being filed. **Sexual Harassment:** Under Title IX, the term “sexual harassment” includes three (3) types of misconduct based on sex:

- any instance of quid pro quo harassment by a school employee;
- unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
- any instance of sexual assault, dating violence, domestic violence, or stalking as defined below.

Sexual Assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's

UNIFORM CRIME REPORTING SYSTEM AND SET OUT BELOW:

- **Rape:** The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving

consent because of his/her age or because of his/her temporary or permanent mental incapacity. In Massachusetts, pursuant to M.G.L. c. 265, § 13B, a child under the age of 14 is incapable of giving consent to indecent touching.

• **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In Massachusetts, pursuant to M.G.L. c. 265, § 23, the statutory age of consent is 16 years of age. For the purposes of the definition of sexual assault, the term “consent” shall be defined in a manner consistent with Massachusetts laws.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence: A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking: Engaging in a “course of conduct” directed at a specific person that would cause a “reasonable person” to fear for the person’s safety or the safety of others or suffer “substantial emotional distress.”

FOR THE PURPOSES OF THIS DEFINITION:

“**Course of conduct**” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

“**Reasonable person**” means a reasonable person under similar circumstances and with similar identities to the victim.

“**Substantial emotional distress**” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Party or Parties: The complainant and/or respondent.

Principal: The Principal or Principal's designee.

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

Superintendent: The Superintendent or Superintendent's designee.

Supportive Measures: Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect the safety, and/or deter sexual harassment. Supportive Measures may be offered before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party, while designed to ensure equal educational access, protect the safety, and/or deter sexual harassment. Supportive measures available to complainants and respondents include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual harassment has occurred.

REPORTING SEXUAL HARASSMENT

Who May Report Sexual Harassment: Anyone may report an allegation of sexual harassment.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator or the Principal, but any District employee who receives a report of sexual harassment will respond to the report as outlined below.

Internal Reporting: Any District employee who receives a report of sexual harassment shall respond by promptly informing the Principal or Title IX Coordinator of the report. Any District employee who observes sexual harassment of a student should intervene to stop the conduct and shall promptly inform the Principal or Title IX Coordinator of the incident. If a report involves an allegation against the Principal or Title IX Coordinator, the District employee shall instead report the allegation to the Superintendent.

Any Principal who receives a report of sexual harassment shall promptly inform the relevant Title IX Coordinator of the report.

District's Response to Report: The District will respond to all reports of sexual harassment promptly and equitably and in a manner consistent with this Procedure and any other relevant District procedures and policies. Upon receipt of a report, the Title IX Coordinator shall:

- Promptly and confidentially contact the complainant to discuss the availability of supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint;
- Consider the complainant's wishes with respect to supportive measures;
- If the District does not provide the complainant with supportive measures, document the reasons why such a response was reasonable; and

Explain to the complainant the process for filing a Title IX Formal Complaint. Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined in Section II.

FILING A TITLE IX FORMAL COMPLAINT

Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined below.

Who may file a Title IX Formal Complaint: Although anyone may report sexual harassment, only a complainant or a Title IX Coordinator may file a Title IX Formal Complaint. If a complainant chooses not to file a Formal Complaint, the complainant's choice to not initiate an investigation will generally be respected, unless the Title IX Coordinator determines that signing a Formal Complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and the District's legal obligations under applicable state and federal laws. Where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a complainant or a party during the grievance process and must comply with the requirement to be free from conflicts or bias.

Processing of a Title IX Formal Complaint: Title IX Formal Complaints will be investigated promptly and equitably by the Title IX Coordinator or designee, as follows:

Step 1: Title IX Formal Complaint is filed:

- (1) A Formal Complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A Formal Complaint will not be dismissed solely because it was not completely filled out or it was filled out incorrectly.

- (2) A Formal Complaint may be filed at any time, including during non-business hours. Formal Complaints submitted outside of normal business hours will be deemed received on the following school working day.
- (3) At the time of the filing of the Formal Complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the school with which the Formal Complaint is filed.
- (4) A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information for the Title IX Coordinator listed in this procedure, and by any additional method designated by the school.
- (5) Consolidation of Formal Complaints: the District may consolidate Formal Complaints where the allegations arise out of the same facts.
- (6) Consideration of the use of the Informal Resolution Process with the consent of the parties. See Section II(D).
- (7) Throughout this process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Step 2: Consider Supportive Measures for both the complainant and the respondent: Once a Formal Complaint is filed, the Title IX Coordinator will ensure that supportive measures are considered for both parties. See Section I(D).

Step 3: Written Notice of Allegations: Upon receipt of a Formal Complaint, the District shall send written notice of the allegations, including the identity of the parties, to both the complainant and the respondent, if their identities are known. The written notice must include:

- (1) a statement prohibiting knowingly submitting false information;
- (2) sufficient details known at the time to allow the respondent the opportunity to respond to the allegations;
- (3) a statement that the respondent is presumed not responsible for the alleged conduct;
- (4) that a determination regarding responsibility is made at the conclusion of the grievance process;
- (5) that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- (6) that the parties/advisors may inspect and review evidence in accordance with this procedure. If, in the course of the investigation, the District decides to investigate allegations of sexual harassment that are not included in the initial written notice of allegations, the District shall provide notice of the additional allegations to the parties whose identities are known.

Step 4: Consider Whether Dismissal of Formal Complaint Warranted: Some Formal Complaints will be subject to mandatory or discretionary dismissal under Title IX.

- (1) Mandatory Dismissal of Formal Complaint: The Title IX Coordinator shall dismiss a Formal Complaint under Title IX when the conduct alleged:
 - a. even if proved, would not meet the definition of sexual harassment under Title IX;
 - b. did not occur in an education program or activity of the District, or
 - c. did not occur against a person in the United States.
- (2) Discretionary Dismissal of Formal Complaint: The Title IX Coordinator may dismiss a Formal Complaint or allegations therein for purposes of Title IX at any time if
 - a. the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the Formal Complaint or allegations;
 - b. the respondent is no longer enrolled or employed by the District, or
 - c. specific circumstances prevent the District from gathering sufficient evidence to make a determination.
- (3) The Title IX Coordinator must provide the parties with written notice of any dismissal of a Formal Complaint and the reasons for the dismissal.
- (4) Dismissal of a Formal Complaint for purposes of Title IX shall not preclude the District from addressing the allegations under any other relevant District policies or procedure(s), including but not limited to, the Civil Rights Grievance Procedures, the Bullying Prevention and Intervention Plan, the Student Code of Conduct, and/or a collective bargaining contract, nor will it preclude the District from addressing the allegations pursuant to the grievance process set out in Section II of this Procedure. The Title IX Coordinator shall have the discretion to make any such referrals and proceed as appropriate in regard to the allegations.

Step 5: Initial Investigation: All Formal Complaints will be investigated by the Title IX Coordinator or other individual designated to serve as the investigator by the Title IX Coordinator. The investigator shall be responsible for seeking and gathering evidence relative to the investigation. Any Formal Complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the Formal Complaint resolution process:

- (1) Standard of Proof: The investigator shall make factual findings based on a preponderance of the evidence standard.
- (2) The burden for gathering evidence and the burden of proof remains on the District, not on the parties.
- (3) The District shall provide equal opportunity for the parties to present facts and expert witnesses and other inculpatory and exculpatory evidence.
- (4) The District shall not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag" orders).

(5) Each party may have one (1) advisor of their own selection and at their own expense participate in this grievance process. In the case of a student under the age of 18, this advisor may be in addition to the student's parents/guardians. Any restrictions on the participation of an advisor will be applied equally to each party. The advisor may, but is not required to, be an attorney. Any evidence received by an advisor in this process is subject to confidentiality and may be used only for the purpose of the grievance process. Advisors are prohibited from disseminating or disclosing such evidence outside of the grievance process.

(6) The District shall send a prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.

(7) Privacy of Medical Treatment and Mental Health Treatment Records: The District may not access or use either the complainant's or the respondent's medical, psychological, or similar treatment records unless the District obtains the party's written consent to do so.

(8) The investigator may impose reasonable timeframes on all parties as required to facilitate the timely completion of the investigation. The investigator may extend any of the timeframes beyond the time periods identified in this procedure for good cause. If a complaint or report of sexual harassment is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the unavailability of witnesses while school is not in session. If the investigator extends the investigation, the investigator will notify the parties of the extension and the reasons therefore in writing.

Step 6: Opportunity for Parties to Respond to Evidence: The District must send the parties, and their advisor(s) (if they have one) evidence directly related to the allegation, in electronic format or hard copy. Parties shall be afforded ten (10) calendar days to inspect, review and respond to the evidence. The District shall not require, allow, rely upon, or otherwise use evidence that constitutes information protected from disclosure by a legally recognized privilege unless it has been waived by the holder of the privilege.

- (1) Prior to providing evidence to the parties, the investigator may redact confidential information that is not directly related to the allegations or that is otherwise barred from use under Title IX or by privilege (e.g., treatment records), the Family Educational Rights and Privacy Act and/or 603 CMR 23.00. Information that is directly related to the investigation, and that is not expressly barred from disclosure under Title IX (e.g., treatment records), the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00, must be made available for review by both parties.
- (2) The parties and their advisors shall be prohibited from the dissemination of any of the evidence for any purpose not directly related to this grievance procedure.

Step 7: Completion of the Investigative Report: The District must send the parties, and their advisor, an Investigative Report that fairly summarizes relevant evidence but does not reach any conclusions regarding responsibility, in electronic format or hard copy, within twenty-five (25) school days of receipt of the Formal Complaint, unless otherwise extended for good cause. A copy of the Investigative Report will also be sent to the decision-maker.

Step 8: Parties' Opportunity to Respond to Investigative Report: The District shall provide each party ten (10) calendar days for the parties to respond to the investigative report. The Investigative Report will notify the parties of the opportunity to submit to the decision-maker directed questions of the other party and/or any witness within that same ten (10) calendar days. (See Step 9).

Step 9: Directed Written Questions from the Parties: After the Investigative Report has been sent to the parties, but prior to reaching a determination regarding responsibility, the decision-maker shall afford both the complainant and the respondent the opportunity to submit to the decision-maker written, relevant questions of the other party or any witness, provide the party with the other party's and/or witness's written responses to said written questions, and allow for additional, limited follow-up questions from each party in writing. Questions that seek disclosure of information protected under a legally recognized privilege, Family Educational Rights and Privacy Act, and/or 603 CMR 23.00 shall not be permitted unless the person holding the privilege has waived the privilege.

- (1) The complainant shall be protected from answering questions about the complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove the complainant's consent to the conduct under investigation.
- (2) Upon receipt of the Investigative Report, each party shall have ten (10) calendar days to submit directed relevant questions to the decision-maker in writing.
 - a. All questions must be posed in a respectful manner (e.g., without profanity and without attacking a person's character or motivations).
 - b. Questions that are not relevant will be excluded, and the decision-maker shall explain to the party posing the question the reason(s) for excluding any question.

- (3) Upon receipt of the directed questions from the District, each party and witness shall have five (5) calendar days to respond to those questions in writing.¹
- (4) After receipt of the answers by the parties, any follow-up questions by the parties shall be submitted to the decision-maker in writing within three (3) calendar days, and those follow-up questions shall be responded to in writing within three (3) calendar days of receipt.
- (5) Each party will be provided a copy of the other party's or witness's written answers.

Step 10: Determination of Responsibility/Findings of Fact by the Decision-Maker:

- (1) The decision-maker shall issue a written determination regarding responsibility with a description of the procedural steps taken, findings of fact, conclusions about whether the alleged conduct occurred, the rationale for the result as to each allegation, the range of disciplinary sanctions to which the respondent may be subject, whether remedies will be provided to the complainant, and procedures and bases for appeal. The decision-makers written determination shall not be completed by the Title IX Coordinator or the investigator.
- (2) Standard of Proof: The decision-maker shall make factual findings based on a preponderance of the evidence standard.
- (3) The decision-makers findings shall be based on an objective review of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
- (4) The decision-maker shall not draw inferences about the determination of responsibility based solely on a party's failure or refusal to answer questions.
- (5) The written determination must be sent simultaneously to both parties.
- (6) This determination shall be sent within twenty (20) school days of the issuance of the investigative report unless an extension is agreed upon by the parties or if the process is otherwise reasonably delayed. Except where the parties have agreed to an extension of the timeline or where the process is otherwise reasonably delayed, the written determination shall be issued within sixty (60) school days of receipt of the Formal Complaint.

B. Remedies: If the decision-maker determines that sexual harassment has occurred, the District administration shall take steps to eliminate the harassing environment, which may include but not be limited to providing remedies to a complainant that are designed to restore or preserve the complainant's equal access to the District's educational programs and/or activities. These remedies may be the same individualized services as

¹ The parent or guardian may act on behalf of the party in drafting questions and submitting written answers. In the case of young children, reasonable accommodation based on disability, and/or other good cause, either party and/or any witness may request and have their oral responses reduced to writing by the investigator or Title IX Coordinator.

the supportive measures outlined in Section I(D) above and/or may consist of alternative interventions and/or punitive or disciplinary sanctions that burden the respondent.

C. Discipline: Persons who engage in sexual harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, expulsion (if applicable under M.G.L. c. 71, §§ 37H or 37H ½), or other sanctions as determined by the District administration, subject to applicable procedural requirements.

(1) Although the respondent may, in accordance with Title IX, be subject to emergency removal at any time, the respondent may not be subject to disciplinary sanctions for the misconduct defined under this procedure until after this grievance process has been completed.

D. Informal Process: Only after a Formal Complaint is filed may the District opt to offer and facilitate informal resolution options, such as mediation or restorative justice. Both parties must give voluntary, informed, written consent to attempt any offered informal resolution. Any informal resolution under this procedure will be facilitated by trained personnel.

(1) The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

(2) The informal process is voluntary, and the alleged victim and/or respondent may terminate or decline any informal process at any time and resume the Formal Complaint grievance process.

(3) The informal process shall not exceed thirty (30) calendar days.

Participation in the informal process will stay within the timelines of the Formal Complaint Process.

E. Emergency Removal under Title IX: The District may remove a respondent on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and (3) provides the respondent with notice and the opportunity to challenge the decision immediately following the removal.

F. Anonymous Reports: The District may be on notice of an allegation of sexual harassment through receipt of an anonymous report. In cases of anonymous reports, the District's obligation is to respond in a manner that is not clearly unreasonable in light of the known circumstances. If the anonymous reporter is the complainant and they request confidentiality, the District can and should offer supportive measures to the extent consistent with maintaining the request for confidentiality. If an anonymous report is received without disclosure of the complainant's identity, the District will be

unable to provide the complainant with supportive measures in response to that report. The District may in conformance with applicable state laws and regulations be required to report sexual harassment identified in an anonymous complaint to state and/or local authorities such as the Massachusetts Department of Children and Families in conformance with state statutes and regulations and/or take actions to protect the safety of the school community (contacting the police, for example) that may result in the identity of the reporting person being disclosed. Although the District shall respond to anonymous reports of sexual harassment in accordance with this Procedure, a Formal Complaint cannot be filed anonymously.

G. Appeals: The complainant or respondent may appeal from a determination regarding responsibility and/or from the District's dismissal of a Formal Complaint or any allegations therein, only on the following bases:

- (1) procedural irregularity that affected the outcome of the matter;
- (2) newly discovered evidence that could affect the outcome of the matter; and/or
- (3) Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

An appeal may be made to the Superintendent or designee within five (5) calendar days after receiving the determination of responsibility or dismissal. The Superintendent will decide the appeal no later than thirty (30) calendar days of the date of receipt of the written appeal. In cases in which it has been determined that a respondent student is subject to long-term suspension as a result of a finding of sexual harassment in accordance with this procedure, the respondent may elect to exercise their appeal under the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, §§ 37H, 37H ½ or 37H ¾) in place of this appellate procedure. Appeals must be made in writing (email is sufficient) to the Superintendent or designee, Plymouth Public Schools, 11 Lincoln Street, Plymouth, MA 02360.

The Title IX Formal Complaint grievance process is deemed complete when either the time period for appeal has lapsed or upon the issuance of the Superintendent's decision on a timely filed appeal.

H. Recordkeeping: Records related to this Procedure will be maintained for a period of seven (7) years.

I. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: 1) Federal - United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475;

Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

J. Identification of key personnel involved in Title IX process for reports and/or Formal Complaints of sexual harassment:

- Title IX Coordinator: Erik Cioffi, Assistant Superintendent of Human Resources: ecioffi@plymouth.k12.ma.us

- Investigator(s): Building Principal and/or Director; Plymouth Early Childhood Center, Denise Tobin dtobin@plymouth.k12.ma.us; Cold Spring Elementary, Christine Morgan cmorgan@plymouth.k12.ma.us; Federal Furnace Elementary, Daniel Harold dharold@plymouth.k12.ma.us; Hedge Elementary School, Kristin Wilson kwilson@plymouth.k12.ma.us; Indian Brook Elementary, Erica Manfredi emandfredi@plymouth.k12.ma.us; Manomet Elementary, Patrick Fraine pfraine@plymouth.k12.ma.us, Nathaniel Morton Elementary, Michael Spencer m Spencer@plymouth.k12.ma.us; South Elementary, Stacey Perry sperry@plymouth.k12.ma.us; West Elementary, Scott Williams swilliams@plymouth.k12.ma.us; Plymouth Community Intermediate School., Brian Palladino bpalladino@plymouth.k12.ma.us; Plymouth South Middle School, Joseph Murphy jmurphy@plymouth.k12.ma.us; Plymouth North High School, Peter Parcellin pparcellin@plymouth.k12.ma.us; Plymouth South High School, Patty Fry pfry@plymouth.k12.ma.us; Plymouth North & South Vocational, Marc Loranger mloranger@plymouth.k12.ma.us; Plymouth Harbor Academy, James Demers jdemers@plymouth.k12.ma.us.

- Decision-maker: Stacey Rogers, Assistant Superintendent of Administration & Instruction: srogers@plymouth.k12.ma.us

- Appeal Officer: Christopher Campbell, Superintendent of Schools: ccampbell@plymouth.k12.ma.us

- Informal Resolution Facilitator(s): Stacey Rogers, Assistant Superintendent of Administration & Instruction: srogers@plymouth.k12.ma.us or Erik Cioffi, Assistant Superintendent of Human Resources: ecioffi@plymouth.k12.ma.us

The District will notify students, employees, applicants for admission or employment, parents and legal guardians of students, and unions of the name, title, office address, email address, and telephone number of the Title IX Coordinator. This information will be prominently displayed on the District’s website.

Legal Refs: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C; and M.G.L. c. 76, § 5; SC Policy 6.15, Anti-Bullying; SC Policy 2.6, Nondiscrimination.

3.7 BULLYING, HARASSMENT, AND DISCRIMINATION INTERVENTION PLAN

MODEL BULLYING PREVENTION AND INTERVENTION PLAN

The Department of Elementary and Secondary Education (Department) created the Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 37O, in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The Model Plan’s format parallels the draft Behavioral Health and Public Schools Framework and is designed to be used by schools and school districts as a framework for developing local Plans. In some sections, there are examples of specific language that can be incorporated into local Plans, and in others, there are recommendations for decision-making and planning strategies. Schools and districts may choose to use this format for creating their own Bullying Prevention and Intervention Plans or develop an alternative format. *A sample incident reporting form is attached as Appendix A.*

Please note that in the Model Plan and other Department publications, we use the word “target” instead of “victim” and “aggressor” instead of “perpetrator.”

LEADERSHIP

PRIORITY STATEMENT

The Plymouth Public Schools is committed to a safe educational environment for all students, employees, volunteers, and other stakeholders free from harassment, intimidation, or bullying. It is the policy of the Plymouth Public Schools to prohibit harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such acts physically harm or psychologically distress a student(s) and/or property, substantially interfere with a student’s education, threaten the overall educational environment or the wellbeing of a person(s) and/or substantially disrupt the operation of the school. (See policy 6.15, Anti-bullying Policy.)

We recognize that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, sensory, disability, pregnant or parenting status, sexual orientation, mental or physical developmental delays and/or challenges, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying. The Plymouth Public Schools is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal or designee is responsible for the implementation and oversight of the Plan.

PUBLIC INVOLVEMENT IN THE DEVELOPMENT OF THE PLAN

As required by M.G.L. c. 71 §. 370, this Plan was developed through consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement officers, students, and parents. Notice and a public comment period were provided before the Plan was adopted by the School Committee.

ASSESSING NEEDS AND RESOURCES

This Plan is intended to serve as a blueprint for enhancing the District's capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, the Plymouth Public Schools, with input from families and staff, will continuously assess the adequacy of our existing programs, review our current policies and procedures, analyze the available data on bullying and behavioral incidents, and assess the available resources including curricula, training programs, and behavioral health services.

This "mapping" process will assist our schools in identifying resource gaps and the most significant areas of need. Our District findings will serve us as we revise policies and procedures, establish partnerships with local community agencies, and set priorities. At least once every four years, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

THE PLYMOUTH PUBLIC SCHOOLS WILL UTILIZE THE FOLLOWING AS A MEANS OF PERIODIC NEEDS ASSESSMENT:

- Surveying students, staff, parents, and guardians on school climate and school safety issues.
- Collect and analyze building-specific data on the prevalence and characteristics of bullying.

This information will help to identify patterns of behaviors and areas of concern and will inform decision-making for prevention strategies.

PLANNING AND OVERSIGHT

The following school and district leaders are responsible for the corresponding tasks under the Plan:

1. Receiving reports on bullying (principals or designee and Superintendent's Office).
2. Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes (principals or designee and Superintendent's Office).
3. Creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors (principals or designee).
4. Planning for the ongoing professional development that is required by the law (principals or designee, Assistant Superintendent for Administration and Instruction, Office of Pupil Services).
5. Planning supports that respond to the needs of targets and aggressors (principals or designee, Assistant Superintendent for Administration and Instruction, Office of Pupil Services).
6. Choosing and implementing the curricula that the school or district will use (Assistant Superintendent for Administration and Instruction).
7. Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of the implementation of them (School Committee, Superintendent's Office).
8. Amending student and staff handbooks and codes of conduct (School Committee and Superintendent's Office).
9. Leading the parent or family engagement efforts and drafting parent information materials (principals or designee and Superintendent's Office).
10. Reviewing and updating the Plan on an annual basis (principals or designee and Superintendent's Office).

TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training on the Plan

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the assistant principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grade levels

throughout the school district. Annual training will be provided for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the past two years. Training will be based on the Train-the-Trainer model provided by the Massachusetts Aggression Reduction Center. PowerPoint presentations will be used for targeted groups within the district. All staff in a group will receive the same training.

B. Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, s 370, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber-bullying; and
- internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Professional Development offerings in the district:

- Second Step Violence Prevention Curriculum
- Steps to Respect Bullying Prevention Program
- MARC Training

- Non-Violent Crisis Intervention Training

C. Written Notice to Staff

Plymouth Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the Plymouth Public Schools Teacher Handbook and the code of conduct.

ACCESS TO RESOURCES AND SERVICES

Plymouth Public Schools is committed to providing adequate levels of personnel and services to support the creation of a positive school environment and to support the social and emotional well-being of all of our students. This is accomplished through annual reviews of staffing levels and programs by administration, faculty, and staff. The resources, supports, and programs provided for students and their families include:

- School Psychologists
- Guidance Counselors
- School District and Administrators
- Library of Resources including publications, CDs, DVDs, etc.
- Coaches
- Adjustment Counselors
- School Nurses
- Health/Wellness Teachers
- School Resource Officers
- Behavior Specialists
- Speech/Language Pathologists
- Occupational Therapists
- Special Education
- ELL Support
- Child Study Teams
- Crisis Response Teams
- Social Skills Groups
- Transitional Meetings for Students
- Behavior Intervention Plans
- Functional Behavioral Assessments
- Community-Based Counseling Programs
- After-School Activities & Programs

The school counselors and school psychologists maintain a list of outside agencies and services available for students and families. Parents/Guardians should contact these personnel at their child's school to obtain

assistance and/or a referral to an outside agency. As required by M.G.L. c. 71B, s 3, as amended by Chapter 92 of Acts of 2010, when the IEP Team determines that the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

The *Plymouth Public Schools* community is committed to creating and maintaining a positive and proactive school environment, which promotes our core value of respect for human differences. Children learn best when they are safe, connected, respected, and empowered with the skills to analyze, think critically, problem solves, set goals, and work cooperatively with the rich and diverse members of their learning community. Proactively addressing issues of anti-social behavior creates a healthy learning environment conducive to improved academic achievement. PPS is prepared to respond to actions, which are contrary to a respectful community. Our Student and Staff Handbooks outline the expectations of our community, as well as the consequences of not meeting these expectations.

SPECIFIC BULLYING PREVENTION APPROACHES:

Bullying prevention curricula will be informed by current research, which, among other things, emphasizes the following approaches:

- Using scripts and role-plays to develop skills.
- Cooperative activities, which require responsibility for all students and collaboration to complete activities.
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance.
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance.
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies.
- Enhancing students' skills for engaging in healthy relationships and respectful communications.
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

GENERAL TEACHING APPROACHES:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines.
- Creating a safe school and classroom environment for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students.
- Using appropriate and positive responses and reinforcement, even when students require discipline.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.
- Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
- Using the Internet safely.
- Supporting students' interest and participation in non-academic and extracurricular activities.

INSTRUCTIONAL AND CURRICULUM ACTIVITIES

The more successful our students are in the classroom, the less likely they are to be bullied for not being successful in school. The content of the curriculum also helps prevent bullying by educating children on their responsibilities as members of a community. The following aspects of our curriculum, combined with our excellent instructional practices, are critical to bullying prevention:

1. Counseling Staff: Social Groups—Counselors run social groups at each grade level to help those students who have difficulty socializing to integrate more effectively. These students are historically the targets of bullies. • Continued work with the Massachusetts Aggression Reduction Center (MARC).
2. The elementary level bullying curriculum will be integrated by the elementary classroom teachers. The secondary health and the physical education department will integrate curriculum related to bullying into their wellness curriculum.
3. Internet Safety Plan: The Plymouth Public Schools Technology Curriculum addresses Standard 2 of the DESE Massachusetts Technology Literacy Standards and Expectations for grades K through 8, which states: “Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.” The technology curriculum is hosted on a secure site for teachers to access with a login and password. Communication is an effective tool for educators when helping students to avoid the dangers that exist on the Internet. The district uses NetSmartz to provide on- and offline learning activities to facilitate discussions with students about Internet safety for students in grades one, two, and four. In grade three, the district uses an online tool called Woogi World to teach Internet Safety and bullying. Woogi World is the world's leading virtual educational community for K-6 students utilizing the latest gaming and social networking technologies to teach children about Internet Safety. Students in grade five are taught about Digital

Citizenship as a means to prevent bullying and protect students from using the Internet. Digital Citizenship is a concept, which helps students understand what they should know in order to use technology appropriately. The Library/Media Specialists have books that address the topic of bullying and Internet Safety to support the technology curriculum.

4. The educational technology staff participated in the MARC Bullying training on November 2, 2010. Six Instructional Technology Specialists and the Coordinator of Educational Technology and Instructional Media have been trained to educate Plymouth Public School's employees. In addition, middle school administrators attended the training. A-Train the Trainer model will be implemented to educate the staff. There will be an emphasis on the secondary schools' computer lab managers who monitor student use of computers.

5. Special Education: As required by M.G.L. c. 71B, s 3, as amended by Chapter 92 of Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. Additionally, our curriculum and programs are designed to meet the various needs of our special education students regardless of their disability. Some of the services and programs offered which help to prevent bullying are:

- Small-Group Instruction
- Social Pragmatics Instruction
- Life Skills
- Therapeutic Classroom v.Counseling

D. Staffing and Personal Relationship Building: At the heart of preventing bullying is the ability of staff to develop relationships with students. "Turning Points" spoke to the importance of developing systems, which allow for such relationships.

- **Administration:** Our Administrative setup enables us to anticipate situations and develop relations with the bully/bullied in advance of negative behaviors.
- **Counselors:** At every level, counselors follow students throughout their years at their respective schools, thus enabling the counselor to develop relationships with students and families.
- **Child Study Teams:** Administrators, guidance counselors, and school psychologists meet to develop plans to help students in need of assistance and programs to improve the school.
- **Student Placement:** Students are placed in classes with consideration of the teacher and other students, they will best connect with.

- **School Resource Officer:** The two high schools have a School Resource Officer (SRO) assigned to their respective campuses. The two middle schools and the elementary schools share one School Resource Officer (SRO). Their ability to develop relationships, remain approachable and anticipate student conflict helps to prevent bullying.

E. Institutional Prevention: Bullying primarily takes place in specific locations including buses, hallways, cafeterias, and recess. Our school has taken steps in order to prevent negative behaviors in these locations.

- **Location of Special Education Classrooms:** Special Education classes are located in visible, high-traffic locations as opposed to isolated locations that are typically found in schools. This sends a message to the community that all students are part of our community while also allowing staff to see any negative behaviors.
- **Security Cameras:** Some schools are monitored electronically so that accusations can be responded to and student misbehavior is deterred by the knowledge that the cameras are watching.
- **Bus Cameras:** Buses with a high number of incidents have cameras on them.
- **Hallway Supervision:** Staff members are expected to be in the hallways between classes and escorting students to/from most classes and lunch. Adult presence helps to deter bullying.
- **Cafeteria Supervision:** Administrators, teachers, counselors, and student activity monitors supervise the cafeteria and student behavior. Their presence deters misbehavior.
- **Cafeteria Seating:** School determined the number of students at a table.
- **Recess Supervision:** Paraprofessional staff members are assigned to recess duty in order to supervise student safety.
- **Bathroom Sign-in/Sign-out Process:** Each school has established procedures to supervise bathrooms.

F. Promoting a Positive Culture: The Plymouth Public Schools promotes a positive culture by meeting the interests of our students, inspiring their actions, and by celebrating their successes.

- Displaying Student Work
- Awards Assemblies
- Night Activities
- PTA and HSA events

A sample of examples offered at the Elementary Level:

1. The Peaceful School Bus Program provides a safe, stress-free, pro-social student-centered

experience.

2. Establishment of Safe Zones within the building for students to go to if they feel unsafe.
3. One-on-one mentoring programs to promote positive student/adult interactions.
4. After-school special interest programs such as athletics, board games, arts & crafts, knitting, robotics.
5. Peace Patrol Student monitors for lunch recess issues.
6. “Bucket Filler” bulletin boards that promote respectful behavior among students.
7. Weekly award assemblies.
8. Pro-social cultural arts programs sponsored by PTA/PTO.
9. Student-centered bulletin boards/murals.
10. Big friend/ little friend grade level pairings of students for weekly activities.
11. Posters/banners on display that reinforce pro-social skills and bullying prevention.

A sample of examples offered at the Middle School Level:

1. Massachusetts Aggression Reduction Center Assemblies: Train-the-Trainer Leadership Model.
2. Internet Safety and Cyber Bullying Assemblies.
3. Character Awards.
4. SRO Junior Police Academy.
5. SRO Classroom Visits.
6. Health Curriculum.
7. Anti-Bullying Assemblies.
8. Multiple Principal’s Assembly
9. Massachusetts Aggression Reduction Center (MARC) Student Assemblies.
10. Ryan’s Story Presentation.
11. Mark Brown Assemblies
12. Participation in Teaching Tolerance Month.
13. No Name-Calling Week Activities.
14. Participation in National Mix-it-Up Day.
15. Student Leadership Groups.
16. Student Ambassadors.
17. Student Council.
18. Falcon Pride Student Leadership Group.
19. National Junior Honor Society
20. Positive Girls Group.

A sample of examples offered at the High School Level:

1. Rachel's Challenge Program.
2. Leadership Conferences (MIAA, MSSAA).
3. Advisor-Advisee Program.
4. General Administrator Assemblies.
5. Adjustment Counselor/SRO Classroom Visits.
6. SRO Visibility.
7. PRIDE Group- Peace, Respect, Integrity, Diversity, and Equality.
8. Health Curriculum.
9. MA Interscholastic Athletic Association Leadership Conference.
10. Athletic Captain's Breakfast and Council.
11. Assemblies with grade-level building administrators.
12. Students Against Destructive Decisions (SADD)
13. Adjustment counselor and SRO speak in 9th-grade academy classes.
14. White Ribbon Campaign.
15. Student Leadership Groups:
 - Student Council
 - National Honor Society
 - Principal's Breakfast Club
 - Interact

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

REPORTING BULLYING OR RETALIATION:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, and/or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation he/she becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously (see below; 2. Reporting by Students, Parents or Guardians, and Others). The Plymouth Public Schools will make a variety of reporting resources available to the school community including, but not limited to, an Incident Report Form. ***Mail the Incident Report Forms to the Building Principal. Email to the Building Principal as well.***

Use of an Incident Report Form is not required as a condition of making a report. The Plymouth Public Schools will: 1) include a copy of the Incident Report Form in the Parent Handbook for students, parents, and guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office; and 3) post it on the district's website.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation through the use of Teacher and Parent Handbooks. A description of the reporting procedures and resources, including the name and contact information of the principal, will be incorporated in Student and Staff Handbooks, on the school and district website, and in information about the Plan that is made available to parents or guardians.

REPORTING BY STAFF:

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with the Plymouth Public Schools' district policies and procedures for behavior management and discipline.

REPORTING BY STUDENTS, PARENTS OR GUARDIANS, AND OTHERS:

The Plymouth Public Schools expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal.

REPORTING BULLYING OR RETALIATION:

1. **Safety:** Before fully investigating the allegations of bullying or retaliation, the principal or his/her designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or aggressor in the classroom, at lunch, or on the bus; identifying a staff member who is a "trusted adult" for the target, and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies to protect a student who has reported bullying or retaliation; who has witnessed bullying or retaliation; who provides information during an investigation; or who has reliable information about a reported act of bullying or retaliation.

OBLIGATIONS TO NOTIFY OTHERS

A. Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of the incident, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to an investigation. Notice will be consistent with state regulations of 603 CMR 49.00.

Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify, by telephone, the principal(s) or designee(s) of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations of 603 CMR 49.00.

B. Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or designee will notify the local law enforcement agency. Notice will be consistent with requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. In addition, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal or designee will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

INVESTIGATION

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that the retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school's guidance staff, as appropriate. To the extent practical, and given his/her obligation to investigate and address the matter, the principal or designee

will maintain confidentiality during the investigation process. The principal or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with the Plymouth Public Schools' policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

DETERMINATIONS

The principal or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

- a. determine what remedial action is required, if any, and determine what responsive actions and/or disciplinary action is necessary.*

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s) and/or the adjustment counselor, and the targets or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents must comply with state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or another directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

RESPONSES TO BULLYING:

1 Teaching Appropriate Behavior through Skills-Building

If the principal or designee determines that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c.71, s 370(d) (v).

- a. Skill-building approaches the principal or designee will consider:
- b. Offering individualized skill-building sessions based on the Plymouth Public Schools' anti-bullying curricula
- c. Providing relevant educational activities for individual students or groups of students, in consultation with the guidance counselors and other appropriate school personnel
- d. Implementing a range of academic and non-academic positive behavioral supports to help

students understand pro-social ways to achieve their goals

- e. Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- f. Adopting behavioral plans to include a focus on developing specific social skills Making a referral for evaluation

2 Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plymouth Public Schools' Discipline policy as described in the Parent Handbook.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Reform Act (IDEA), which should be looked at in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3 Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

A. *Parent Education and Resources:* The Plymouth Public Schools will offer education programs for parents and guardians that are focused on the parental components of anti-bullying curricula and any social competency curricula being used by the school or district. The programs will be offered in collaboration with the Massachusetts Aggression Reduction Center (MARC), the Plymouth County District Attorney's Office, Plymouth Family Network, Parent Teacher Association, Parent Teacher Organization, Plymouth Youth Development Collaborative, School Council, School Health Advisory Council, Special Education Parent Advisory Council, and/or similar organizations.

Emotional intelligence, self-management, and social skills provide a base for positive values and responsible actions. Decision-making, emotion management, and communication skills help students to act on good intentions safely and effectively. The PPS will promote the transfer of this learning to authentic situations.

- a. Steps to Respect Family Overview Session includes training topics for students and strategies for skill reinforcement at home and the dynamics of bullying behavior.
- b. Second Step for Families is a pro-social skills training program for parents/guardians with skill reinforcement for building the language of social competency, impulse control, decision-making, and emotion management.
- c. Family Takes Home letters from the Second Step curriculum quarterly.
- d. District Attorney Presentations regarding Cyber Safety.
- e. Parent information nights for an overview of Massachusetts Bullying Prevention Law/Curriculum.

B Notification Requirements: Each year the Plymouth Public School or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school district will send parents written notice each year through the Student Handbook about the student-related sections of the Plan and the school's Acceptable Use Policy (AUP) and Internet safety policy. All notices and information will be available in hard copy and electronic formats and will be available in the language(s) most prevalent among parents or guardians. The district will also post the Plan and related information on the district website. Family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. The PPS is committed to building strong partnerships among home, school, and community.

1. Posting of the student-related sections of the Bullying Prevention Plan on the PPS website.
2. PPS Student Handbook student/parent signoff sheet that both parent and student have read and agree to abide by the policies and Code of Conduct set forth therein.
3. PPS Student Handbook student/parent signoff sheet for Acceptable Use Policy (AUP).

PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c. 71, § 37O (b) and describes the law's requirements for the prohibition of bullying. Acts of bullying, which include cyber-bullying, are prohibited:

1. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus, or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

2. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
3. Retaliation against a person who reports bullying provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the District to staff any non-school-related activities, functions, or programs.

DEFINITIONS

*The following definitions are directly from M.G.L. c. 71, § 37O (d), as amended **Section 37O**:*

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

"Cyberbullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

"Department", the Department of Elementary and Secondary Education. *"Hostile Environment"*, a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. *"Plan"*, Bullying Prevention and Intervention Plan established pursuant to subsection (d). ***Aggressor ('Perpetrator), a student or a member of 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 who engages in bullying or retaliation.*** *"School District"*, the school department of a city or town, a regional school district, or a county agricultural school. *"School Grounds"*, property on which a school building or facility is located or property that is owned, leased, or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training. ***Target (Victim), is a student against whom bullying or retaliation has been perpetrated.***

(b) Bullying shall be prohibited: (i) on school grounds, the property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus, or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school-related activities, functions, or programs.

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

(c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

(d) (1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The plan shall apply to students and members of school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period;

provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

(2) Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation, including procedures for collecting, maintaining and reporting bullying incident data required under subsection (k); (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

(3) Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school, or collaborative school to remediate any discrimination or harassment based on a person's

membership in a legally protected category under local, state or federal law.

(4) The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim, and witnesses to the bullying; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of these alternative methods shall be available at no cost to school districts, charter schools, approved private day or residential schools, and collaborative schools.

(5) The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

(6) The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, however, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

(e) (1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages, which are most prevalent among the students, parents, or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at

each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

(3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school, and collaborative school.

(f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.

(g) A member of 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, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

(h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school, or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

(j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association, and experts on bullying shall: (i) publish a

model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the Act of 2008. The resources may include, but shall not be limited to, print, audio, video, or digital media; subscription-based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices, and research and shall post them on its website.

(k) Each school district, charter school, approved private day or residential school and collaborative school shall annually report bullying incident data to the department. The data shall include, but not be limited to (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department. Said incident data shall be reported in the form and manner established by the department, in consultation with the attorney general; provided, that the department shall minimize the costs and resources needed to comply with said reporting requirements; and provided further, that the department may use existing data collection and reporting mechanisms to collect the information from school districts. The department shall analyze the bullying incident data and shall publish an annual report containing aggregate statewide information on the frequency and nature of bullying in schools. The department shall file the annual report with the attorney general and with the clerks of the Senate and the House of Representatives who shall forward the same to the chairs of the joint education committee, the joint committee on the judiciary, and the house and senate committees on ways and means.

(l) The department shall develop a student survey to assess school climate and the prevalence, nature, and severity of bullying in schools. The survey shall be administered by each school district, charter school, approved private day or residential school, and collaborative school at least once every 4 years. The survey shall be designed to protect student privacy and allow for anonymous participation by students. The school official identified in the plan as responsible for receiving reports of bullying or retaliation shall verify the completion of the student surveys. All completed surveys shall be forwarded to the department. The department shall use the survey results to help assess the effectiveness of bullying prevention curricula and instruction developed and administered under subsection (c). The department shall collect and analyze the student survey data in order to compare the survey results with the bullying incident data reported under subsection (k); identify long-term trends and areas of improvement, and monitor bullying prevention efforts in schools over time. The department shall make its findings available to the school official.

(m) Each school district, charter school, approved private day or residential school or collaborative school may adopt an anti-bullying seal to represent the district or school's commitment to bullying prevention and intervention.

(n) The department may investigate certain alleged incidents of bullying. If upon completion of investigation by the department, a school district, charter school, approved private day or residential school, or collaborative school is found to not have properly implemented its prevention plan as outlined in subsection (d), the department may require that school district, charter school, approved private day or residential school or collaborative school to properly implement the plan or take other actions to address the findings of the investigation.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school because of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the District from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

PROBLEM RESOLUTION SYSTEM

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats: Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

APPENDIX A:

Sample Bullying Prevention and Intervention Incident Reporting Form

Bullying/Harassment Report – Administrative Response Form

Plymouth Public Schools Anti-Bullying Policy

Internet Safety Plan

Student Internet Safety and Technology Acceptable Use Policy (AUP)

Memorandum of Understanding between the Plymouth Public Schools and the Plymouth Police Department

Possible Bystander: _____ Grade: _____ Possible Bystander: _____ Grade: _____

Possible Bystander: _____ Grade: _____ Possible Bystander: _____ Grade: _____

Student acknowledgment of school's process and policy regarding bullying/harassment reporting and investigation:

- I have been encouraged and directed to communicate any future bullying/harassment/discrimination incidents to my Guidance Counselor, Principal, or Designee via any means with which I am able or comfortable (i.e., office visit, email, voicemail, note, asking a parent to call on my behalf, etc.).
- All information I have reported and that is recorded on this form, and on any attachments to this form, is accurate and truthful to the best of my knowledge.

Signature: _____ Date: _____

SAMPLE BULLYING/HARASSMENT/DISCRIMINATION REPORT – ADMINISTRATIVE RESPONSE FORM

Name of Individual Making Report: _____

Date/time: _____

Please check: _____ student _____ parent _____ staff member _____ other

Potential Target(s):

Potential Aggressor(s):

Administrator/Counselor taking report:

Parent(s)/Guardian Notified (Target):

Who: _____ Contact Information: _____

Date: _____ Time: _____ Please circle: *Phone* *Email* *Letter*

Meeting: _____ Yes _____ No Date: _____ Time: _____

Parent(s)/Guardian Notified (Aggressor):

Who: _____ Contact Information: _____

Date: _____ Time: _____ Please circle: *Phone* *Email* *Letter*

Meeting: _____ Yes _____ No Date: _____ Time: _____

Police Notified:

____ Yes _____ No Date: _____ Time: _____

Officer who took report:

Summary of Incident (written by administrator):

Finding of Fact determined after an investigation by Administrator:

White Copy – File

Yellow Copy - Counselor

Bullying is defined as behavior toward another person that is intentional, repetitive, and hurtful resulting in the imbalance of power between the bully and the target. It is further defined as unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing words or gestures, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation, or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

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PLYMOUTH PUBLIC SCHOOLS ANTI-BULLYING POLICY (NEW POLICY)

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

1.0 DEFINITIONS

1.1 **"Bullying"** is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property
- places the target in reasonable fear of harm to themselves, or of damage to their property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school

1.2 **"Cyber-bullying"** means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a: • wire • radio • electromagnetic • photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

1.3 Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home, and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

1.4 For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

2.0 **PROHIBITION AGAINST BULLYING**

Bullying is prohibited:

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

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

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

3.0 **PREVENTION AND INTERVENTION PLAN**

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

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

4.0 **REPORTING**

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

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Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying may be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

5.0 INVESTIGATION PROCEDURES

The Principal or their designee, upon receipt of a report which, if true, would constitute bullying as defined by M.G.L. c. 71, § 37O, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed. The school Principal or a designee shall promptly investigate the report of bullying in accordance with the Plymouth Public Schools' Bullying Prevention and Intervention Plan. Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

6.0 RETALIATION

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

7.0 TRAINING AND ASSESSMENT

Annual training shall be provided for school employees in preventing, identifying, responding to, and reporting incidents of bullying in accordance with the Plymouth Public Schools' Bullying Prevention and Intervention Plan.

LEGAL REFERENCES:

Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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INTERNET SAFETY PLAN

Plymouth Public Schools provides Internet access for educational purposes for their students, ensuring that students develop global communication and 21st-century skills. Plymouth Public Schools filters the Internet in compliance with the Children's Internet Protection Act (CIPA). Student use of the network, associated Plymouth Public Schools' technology devices, and Plymouth Public Schools applications, programs, or accounts is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

STUDENT INTERNET SAFETY AND TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

1.0 SCOPE OF ACCEPTABLE USE POLICY

1.1 This policy and all Plymouth Public Schools technology policies, guidelines, and rules refer to all computing and electronic devices (including but not limited to: computers, mobile web-enabled devices, Chromebooks, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones, digital cameras, etc.) peripheral devices (including but not limited to devices for printing, storing, duplicating and receiving information), technology infrastructure, and/or software.

1.2 Further, this policy and all Plymouth Public Schools technology policies, guidelines, and rules apply to any and all computing or electronic communication devices owned by, leased by, in the possession of, or being used by students and/or staff that is operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, or any other type of connection.

1.3 This policy and all Plymouth Public Schools technology policies, guidelines, and rules apply to all computing, network access, and network infrastructure, regardless of whether it is accessed from school or off-campus and regardless of whether it is accessed during or after school hours.

1.4 This policy and the Acceptable Use Policy Agreement also applies to any online service provided directly or indirectly by the Plymouth Public Schools for student and/or staff use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and Aspen.

1.5 The privilege of using Plymouth Public Schools technology resources is not transferable or extendable by students to people and/or to groups outside the district and terminates when a student is no longer enrolled in Plymouth Public Schools.

1.6 Due to the changing nature of information technology, not all circumstances may be anticipated or addressed in this policy and the associated Acceptable Use Agreement. All users are expected to comply with both this policy as written and the spirit of this policy and show good judgment in their use of technology resources.

2.0 DISTRICT RESPONSIBILITIES

2.1 The Coordinator of Educational Technology and Instructional Media (CETIM) and the Technology Systems Engineer or their designee(s) will oversee access to the network and will establish processes for the following: individual and/or class accounts, authorization for software installation; back-up and archiving of databases; virus protection; and compliance with filtering laws and regulations.

2.2 The Principal or designee will maintain signed user agreements, and be responsible for enforcing the Technology AUP.

2.3 When using the internet for class activities, teachers will make every attempt to preview and select material appropriate to the students and relevant to the course objectives. Teachers will provide guidelines and resources to assist their students in developing the necessary critical thinking skills to access online information.

3.0 ACCESS TO THE SYSTEM

3.1 The Technology AUP will govern all utilization of the network. Student use of the system will also be governed by applicable sections of the Plymouth School Committee Policy Handbook and the Student Handbook.

3.2 Parents/Guardians may specifically request that their children not be provided such access by checking the appropriate box on the signature page of the AUP Agreement and returning it to their child's school. Upon receipt of that form, Plymouth Public Schools will make its best effort to restrict all internet access.

3.3 The internet will be for educational purposes only. Students will be educated about appropriate internet and technology behaviors, including cyberbullying awareness and response. Furthermore, accessing, knowingly and willingly causing, or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system is prohibited (see Plymouth Public Schools Anti-Bullying Policy 6.15).

4.0 DISTRICT LIMITATION OF LIABILITY

4.1 Plymouth Public Schools makes no guarantees of any kind, either expressed or implied, that the functions or the services provided by or through its network, network infrastructure, or district-owned or leased devices will be error-free or without defect. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or

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interruptions of service caused by any reason, or personal physical, psychological, or monetary damages.

4.2 The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for unauthorized financial obligations arising through the use of the system. Parents or guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate, prohibited, or illegal activities on the Plymouth Public Schools network, and the Plymouth Public Schools will not be responsible for financial obligations arising through the use of technology, including but not limited to the district's network.

4.3 Parents and guardians agree to reimburse the Plymouth Public Schools for any expenses or damages incurred in the use of district-owned or -leased devices such as Chromebooks, mobile electronic devices, or other devices provided to the student.

5.0 DUE PROCESS

5.1 When using the network, the user agrees to take full responsibility for his or her actions. The Plymouth Public Schools will not be held liable for the actions of anyone connecting to the internet through this network. Therefore, all users shall assume full liability, legal, financial, or otherwise, for their use of the network.

5.2 Violations of the Technology AUP could result in the immediate suspension of the user's privileges, suspension, and/or expulsion. Further disciplinary action may be taken by the Administration of the Plymouth Public Schools and/or Town, County, State, or Federal authorities.

5.3 Any questions or allegations concerning adherence to the Technology AUP should be brought to the attention of the CEITM.

6.0 MONITORING AND PRIVACY

6.1 The network is the property of the school department and its storage systems are therefore subject to inspection by the administration at any time. System users have a limited privacy expectation in the contents of their personal files stored on or accessed through the network. Records of electronic device use may be subject to public records law and may be discoverable in criminal or civil proceedings.

6.2 All Plymouth Public Schools email and files, either downloaded or copied from the Plymouth Public Schools system, that is accessed through a user's home computer or any other non-Plymouth Public Schools computer or device, are Plymouth Public Schools' property and

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should be used and protected according to this policy and other applicable policies and laws governing information confidentiality and security.

6.3 An individual search will be conducted if there is suspicion that a user has violated the AUP, the law, or the disciplinary code. The nature of the investigation will be in the context of the nature of the alleged violation.

6.4 Technicians and computer system administrators maintain full access rights to all storage devices and may need to access/manage such storage devices as part of their duties.

6.5 The Plymouth Public Schools prohibits the use of camera and audio recording functions on any equipment, including but not limited to personal cameras, personal camera telephones, and/or school-issued devices, at school or school-sponsored events, except when specifically authorized by school administration or staff and with knowledge and consent of the participants. In no event should any photographs or video be taken of confidential information, nor should photographs, audio, or video recordings be made without knowledge of the subjects. Audio recording without the consent of the individuals recorded may result in criminal felony charges. M.G.L. c. 272 § 99.

7.0 UNACCEPTABLE USE

The user of any Plymouth Public Schools network, Plymouth Public Schools owned or leased electronic device, or any personal electronic device connected to the Plymouth Public Schools network is expected to abide by this policy, along with the Code of Conduct and rules set forth in the Student Handbook. The user will not use the Plymouth Public Schools network, Plymouth Public Schools owned or leased electronic device, or any personal electronic device connected to the Plymouth Public Schools network for any unacceptable purpose including, but not limited to:

- using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- engaging in personal attacks, including prejudicial or discriminatory attacks.
- knowingly or recklessly posting false or defamatory information about a person or organization or posting information that could cause damage or disruption; this includes, but is not limited to, the posting of broadcast messages or other actions that cause congestion of the network or interfere with the work of others.
- installing or downloading unauthorized software, applications, extensions, routers, or joining listservs or newsgroups without expressed permission of instructional staff.

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- attempting to go beyond his or her authorized access, making deliberate attempts to disrupt system performance or destroy data (by spreading computer viruses or by any other means), or engaging in other illegal activities.
- disseminating passwords, codes, access telephone numbers, or account numbers to unauthorized persons.
- using the network to access or send material that is profane or obscene (e.g., pornography), advocates illegal acts, or advocates violence or discrimination towards other people (e.g., hate literature).
- changing in any way the configuration of a computer or network without permission of instructional staff.
- engaging in plagiarism or other forms of academic dishonesty.
- damaging or vandalizing computers, computer systems, or networks.
- trespassing in other's folders, work, or files, or using another's password.
- using computers/internet to play non-educational games or other non-academic activities.
- participating in any type of teleconferencing or chat without permission of instructional staff.
- using e-mail without instructional staff permission/supervision.
- The network may not be used for personal and commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.
- Engaging in electronic forgery, credit card fraud, or other illegal behavior.

8.0 SAFETY

The safety of the internet user is of utmost concern. Users should never provide personal information about themselves or anyone else. Users will not agree to meet with someone they have met online without parent/guardian approval and participation. Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable.

9.0 WEB PUBLISHING

The Plymouth Public Schools website is designed to provide a portal to enable communication among teachers, students, staff, administration, and the community, both local and global. Material posted on the District's website must reflect the high educational standards of the Plymouth Public Schools. *To ensure the safety of our students and the accuracy and security of district information the guidelines and procedures listed below must be followed:*

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9.1 No student's personal information, such as SIMS (Student Information Management Systems) data, last name, home address, and telephone number may be posted on the website. Students must submit a signed permission form from their parent/guardian granting permission to post the student's work or picture.

9.2 Requests to post material on the Plymouth Public Schools' Web site must have prior approval of the Principal or designee.

9.3 Student directory information may not be published.

9.4 The creator of a home page on the District's network is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, etc.). The information should be factually accurate and current. If errors are observed, the CETIM or designated school page editor should be contacted to make the necessary corrections.

** It should be noted that the Plymouth Public Schools name or logo may not be used on a personal web page without the permission of the Superintendent.*

10.0 PLAGIARISM AND COPYRIGHT INFRINGEMENT

Existing copyright law will govern the use of material accessed through the network. The user will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. All copyrighted material used must have the express written permission or appropriate citation of the person or organization that owns the copyright. Plymouth Public Schools will cooperate with copyright protection agencies to investigate copyright infringement by users of the computer systems and networks of the Plymouth Public Schools.

11.0 USE OF PLYMOUTH PUBLIC SCHOOLS OWNED OR LEASED DEVICES

11.1 Plymouth Public Schools may provide a 1:1 electronic device (such as a Chromebook) to students through a 1:1 electronic device initiative to promote equitable access to technology, enhance the Plymouth Public Schools learning environment, and allow for seamless integration of technology under the direction of the school staff.

11.2 Use of a 1:1 device requires Parent/Guardian (and Students over 18) agreement to the terms of the Plymouth Public Schools' Loan of Technology Agreement, this

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Acceptable Use Policy and Associated Agreement, the 1:1 Chromebook Handbook for Students and Families, and the Plymouth Public Schools Student Handbook.

11.2.1 All devices and accessories remain the property of the Plymouth Public Schools. Any information accessed through the Plymouth Public Schools network or on a Plymouth Public Schools device may be monitored and/or reviewed by Plymouth Public Schools. All files stored on the student's loaned device or in the student's Plymouth Public Schools account are subject to individual review and monitoring.

11.2.2 Students may only log in under their assigned username. Students may not share their passwords or login information with any other student.

11.2.3 Parent supervision of the use of 1:1 devices and regular communication with school staff is strongly encouraged. While Plymouth Public Schools filters the content accessible to students, the ability to filter all internet content is not perfect. Parents are encouraged to supervise device usage during non-school hours given the 24/7 availability of the 1:1 device.

11.3 Devices that malfunction, are lost, stolen, or otherwise require repair must be reported immediately to the school Building Technology Designee.

12.0 USE OF PERSONAL ELECTRONIC DEVICES (BRING YOUR OWN DEVICE)

12.1.1 Students may be permitted to utilize their own mobile electronic device at school and during school-related educational activities to assist and enhance their learning experiences, subject to the terms of this Acceptable Use Policy and the Procedures and Rules established by each building Principal. Each school's administrative team may set forth rules and guidelines to fit the needs of the school learning community, however, any changes may not supersede the guidelines set forth in this School Committee Acceptable Use Policy.

12.1.2 Student use of personal electronic devices is a privilege that may be taken away by school personnel.

12.1.3 Only the network connection provided by the Plymouth Public Schools may be accessed from a Student's personal device while on campus.

12.1.4 Plymouth Public Schools is not responsible for the security or maintenance of students' personal electronic devices.

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13.0 REMOTE LEARNING AND ACCEPTABLE USE

13.1.1 During periods of remote learning, as necessitated by public health concerns, emergency orders, or any other reason deemed necessary by the Superintendent, students must continue to abide by the Plymouth Public Schools' Code of Conduct, Rules, and this Acceptable Use Policy.

13.2 By participating in remote learning, the parent/guardian understands and agrees that their child's image and voice may be transmitted over the internet and that the Plymouth Public Schools cannot guarantee or warrant confidentiality of such. Students' voices/images may be heard/viewed by school staff members conducting or supervising remote/online services, other students participating in their remote learning cohort, and by any other individuals who may be present in the location in which another student is participating in the remote/online service.

13.3 Unauthorized recording by a parent or student of remote/online services provided by or through the Plymouth Public Schools and/or the dissemination of such recording is a violation of this policy, Plymouth Public Schools school, rules, and may result in a referral to law enforcement authorities and the potential issuance of criminal charges.

14.0 MODIFICATION OF THIS POLICY

The Plymouth Public Schools School Committee reserves the right to modify or change this policy and related implementation procedures at any time.

15.0 STUDENT TECHNOLOGY AUP ACCESS AGREEMENT

Your signature on this document is legally binding and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

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STUDENT TECHNOLOGY AUP ACCESS AGREEMENT

PLYMOUTH PUBLIC SCHOOLS TECHNOLOGY ACCEPTABLE USE POLICY SIGNATURE
PAGE

STUDENT SECTION (Must be signed by students in grades six and above.)

Student Name (print): _____ Grade: _____

School: _____

I have read the Technology AUP. I agree to follow the rules contained in this policy. I understand that if I violate the rules my access can be terminated and I may face other disciplinary measures.

Student Signature: _____ Date: _____

PARENT/GUARDIAN SECTION

(The following section must be signed by a parent or guardian unless the student is over 18 years of age.)

I have read the Technology AUP. I hereby release the Plymouth Public Schools, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Plymouth Public Schools network, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that is in addition to the restrictions set forth in the Technology AUP. I will emphasize to my child the importance of following the rules for personal safety.

I give permission for my child to access the Internet and certify that the information contained in this form is correct.

I **DO NOT** WISH FOR MY CHILD TO HAVE ACCESS TO THE INTERNET.

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Home Address: _____

Telephone: _____

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MEMORANDUM OF UNDERSTANDING, BETWEEN PLYMOUTH PUBLIC SCHOOLS AND PLYMOUTH POLICE DEPARTMENT

GENERAL PRINCIPLES

The Plymouth Public Schools and the Plymouth Police Department agree to coordinate their efforts to intervene and prevent violence involving the students of the Plymouth Public Schools, to prevent the improper and/or illegal use, abuse, and distribution of alcohol and other illegal drugs involving the students of Plymouth Public Schools and to promote a safe and nurturing environment in the school community.

We agree to effectively and cooperatively respond to and address, for everyone's protection, school delinquency, criminal behavior, and other activity detrimental to the welfare of the school community. The joint and cooperative response efforts will focus on incidents that take place on school grounds, within school property, at school-sponsored events, and in other locations in which students of the Plymouth Public Schools are involved.

We also agree to keep all information that is necessarily disclosed between the parties pursuant to M.G.L. c. 12 § 32; M.G.L. c. 71 § 37H1/2; M.G.L. c. 71 § 37L; 603 CMR 23; and 20 U.S.C. § 1232g, from public dissemination in accordance with State and Federal Laws

This agreement is intended to address issues of violence; attempted violence or threatened violence; the use, abuse, and/or distribution of alcohol or other drugs; or other incidents of conduct possibly detrimental to the welfare of the school community, where a law enforcement response is likely helpful or required:

- in a school setting
- during any school-sponsored activity, even if the event is off school grounds; or
- in the community involving students of the Plymouth Public Schools.

It will be the sole prerogative of school officials to impose discipline for infractions of school rules and policies. See the school handbook for specific policies and procedures.

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SCHOOL AND POLICE DEPARTMENT DESIGNATED LIAISONS

In order to facilitate prompt and clear communications between the school and police personnel, the Plymouth Public Schools and the Plymouth Police Department agree to identify individuals on their respective staffs who will function as "Designated Liaisons". These representatives shall serve as conduits between the school system and the police department for matters related to the school system and students.

THE PLYMOUTH POLICE DEPARTMENT HAS DESIGNATED LIAISONS AT THE FOLLOWING LOCATIONS:

- ✚ Plymouth North High School
- ✚ Plymouth South High School)
- ✚ Plymouth South Middle School
- ✚ Plymouth Community Intermediate School

CHIEF OF POLICE (Supervisor of School Resource Officers)

- ✚ *First contact to be made to designated School Resource Officer.
- ✚ If unavailable, contact should be made with the on-duty Shift Commander.

The aforementioned police department designated liaisons are also considered the Plymouth School District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) for purposes of sharing information between the Plymouth Public Schools and the Plymouth Police Department regarding students.

PROCESS FOR SELECTING SRO'S:

In accordance with G.L. c. 71, § 37P, the Plymouth Police Department shall select SROs who will foster an optimal learning environment and educational community. The selection of each SRO remains within the discretion of the Chief of Police, who shall consult with and give due weight to the opinions of the Superintendent of Schools and/or building principals in selecting an SRO. The appointment(s) shall not be based solely on seniority; rather, preference will be given to officers who demonstrate the requisite personality, character, skills, and interest to work in a school environment with children and educators and who have received specialized training related to working with children and adolescents, including cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.

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Other factors for consideration in selecting an SRO include:

- Ability to work effectively with students within the age range at the assigned school(s).
- Familiarity with the cultural descriptors that make up the community's worldviews, including race, age, gender, gender identity, ethnicity, religion, culture, sexual orientation, physical or mental disability, immigration status, primary language, and English proficiency, socioeconomic status, educational level, and occupation.
- A commitment to making all students and the school community feel welcomed, valued, respected, and acknowledged regardless of cultural descriptors.
- Knowledge of school-based legal issues.
- Commitment to protecting students' legal and civil rights.
- Knowledge of school and community resources.
- An understanding of crime prevention problem solving and community policing in a school setting.
- Public speaking and teaching skills.
- Knowledge of school safety planning and technology.

The Superintendent of the Plymouth Public Schools retains the right to (1) decline the SRO appointed by the Chief of Police and (2) request the reassignment of an SRO.

SUPERVISION OF SRO'S:

The SRO is an employee of the Plymouth Police Department and shall be subject to the administration, supervision, and control of the police department. The SRO reports directly to the **POLICE CAPTAIN**. When on school grounds or at school-related events, the SRO will coordinate with school officials. The Superintendent and building principals retain all rights and control over the Plymouth Public Schools and the management of their respective students, staff, events, and property. In the event serious allegations of wrongdoing by the SRO are raised, the SRO will be temporarily removed from having contact with students, as appropriate. If allegations of abuse or misconduct by the SRO are substantiated, the SRO will be removed from any school assignments, as appropriate. The Chief of Police and Superintendent of Schools agree to cooperate in the investigation and resolution of any such matters.

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ISSUES OF CONCERN TO THE DESIGNATED LIAISONS

A. REPORTABLE INCIDENTS:

- The Designated Liaisons from the Schools and Police Department will review all incidents classified as Mandatory Reportable Incidents, as defined in Section IV of this agreement.
- The Designated Liaisons for Schools and Law Enforcement will also review any incident or information that may affect the safety or well-being of students, faculty, or administrative personnel.
- Additionally, upon request from the District Attorney's Office, the Designated Liaisons for Schools and Police will provide appropriate information to the Office of the District Attorney which may be helpful in fashioning proposed terms and conditions to be imposed upon a student of the Plymouth Public Schools at both the pre-adjudication and post-adjudication stages of a proceeding within the court and criminal justice systems.

B. PREVENTION STRATEGIES:

In addition to the above responsibilities, the Designated Liaisons from the School, the Police Department, and the Plymouth County District Attorney's Office will meet regularly for the following purposes:

- to discuss the incidents of violence; any use, abuse, or distribution of alcohol and/or other drugs; criminal activity affecting students; or any other activity detrimental to the school community;
- to identify strategies to reduce such activities, and to promote a safe and nurturing school environment;
- to discuss resources available for students at risk of harm from violence, abuse, or neglect;
- to develop and be involved with prevention and intervention programs focused on anti-violence and corresponding strategies as required by M.G.L. c. 12 § 32; and
- to help outline a necessary action plan for the implementation of such strategies.

REPORTING GUIDELINES

A. SCHOOL REPORTS TO THE POLICE DEPARTMENT

The following shall be considered Mandatory Reportable Incidents:

- possession, use, sale, or distribution of alcohol and/or other drugs by a student; at any time, or by a non-student where it is a crime or affects students;
- possession, use, or distribution of an inhalant or any controlled substance, as defined in M.G.L. c. 94C;

- any incident involving the threat of assaultive behavior or intentional assaultive or negligent behavior that results in personal injury;
- possession of a weapon as defined in either M.G. L. c. 269 § 10, or the **school handbook**;
- any incident involving crimes of intolerance, including, but not limited to, serious “bullying,” certain civil rights violations, domestic abuse, dating violence, or a violation of M.G.L. c. 209A order;
- any incident involving a child suffering a physical or emotional injury resulting from abuse inflicted upon him or her which causes harm or the substantial risk of harm to the child’s health or welfare, including sexual abuse or neglect; (in addition to a report filed with the Department of Children and Families);
- any incident involving an actual or suspected hate crime or violation of civil rights, including but not limited to an assault or battery upon a person or damage to the real or personal property of a person with the intent to intimidate such person because of such person’s race, color, national origin, sexual orientation, or disability in violation of M.G.L. c. 265 § 39;
- any incident resulting in significant damage to municipal or private property;
- any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device. Such reports shall include but not be limited to the requirements of M.G.L. c. 148 § 2A;
- any creation or possession of a document that identifies individuals targeted for violence or death;
- any threat, direct or indirect, against a student, school personnel, or another school employee; including but not limited to threats that occur via telecommunications (e.g. internet, text message, IM);
- any incident of "hazing" as defined by M.G.L. c. 269 § 17, involving a threatened or

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actual risk of physical or emotional harm to a student;

- any sexual assault, rape, or incident of gender-based harassment. This shall include but not be limited to any and all policies, procedures, and reporting requirements as defined in the **student handbook**.

Mandatory Reportable Incidents will be immediately reported to the Plymouth Police Department if such incident:

- occurred on school property or in the vicinity;
- occurred at a school-sponsored function;
- occurred in a school-owned or contracted bus or another vehicle; or
- involved a student of the Plymouth Public Schools.

B. THE POLICE DEPARTMENT REPORTS TO THE SCHOOL

The appropriate Police Department Designated Liaison will inform the appropriate School Designated Liaison, subject to applicable statutes and regulations governing confidentiality, of:

- any activity which may be classified as a Mandatory Reportable Incident as listed in section IV. A(1) of this document;
- any arrest of a student or the filing of a complaint application or other police or court action was taken against any student of Plymouth Public Schools; if such activity is deemed a concern for the safe operation of the school.
- any occurrence involving a student of the Plymouth Public Schools, if the
- activity poses a serious and imminent threat to the safety of the student, other students, faculty, or administrative personnel;
- making such a report would facilitate supportive intervention by school personnel on behalf of the student.

PROCEDURE GUIDELINES

A. INTRODUCTION

A concern of educators is to provide a safe and nurturing climate in which learning can take place, as is evidenced in the student handbook. It is also a concern of local law enforcement to promote a safe environment in the public school community.

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As recent events have shown, any school is at risk for incidents of violence, threatened violence, or attempted violence, as well as the use, abuse, and distribution of alcohol and other drugs, all of which diminish the ability of the school community to focus upon the business of learning. In order to promote a safe and nurturing environment in our schools and our community, it is in our common interest to share information. It is through the collaborative efforts of the Plymouth Public Schools and the Plymouth Police Department that this can occur.

B. REPORTING PROCEDURES FOR EMERGENCY SITUATIONS

DEFINITION:

An emergency situation is any incident that poses a threat to human safety or which may result in serious property damage. A teacher or other employee having knowledge of any emergency shall immediately notify or cause to be notified by both the Plymouth Police Department (911) and the School Principal or Assistant Principal. This requirement is in addition to any procedures outlined in the **student handbook**.

Where an emergency exists and there is an immediate need to avert or diffuse certain unusual conditions or disruptions in the school setting, the school will provide all necessary information to law enforcement personnel regarding the students at issue.

(See § 99.31(a)(10) of the FERPA regulations.)

C. REPORTING PROCEDURES FOR NON-EMERGENCY SITUATIONS

A teacher or other school employee has reasonable grounds to believe that a student has committed an act categorized as a mandatory reportable act and that the student is on school grounds, he or she shall take or cause the student to be taken to the appropriate Designated School Liaison.

D. NECESSARY FOLLOW-UP

A teacher or other school employee with knowledge of facts pertinent to the reportable act shall:

- prepare and submit a report (see the **student handbook**) on the incident to the appropriate Designated School Liaison;
- notify the Designated School Liaison of the existence of any physical evidence; and
- take reasonable steps to maintain any pertinent physical evidence and notify the Police of its existence and location.

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E. RESPONSIBILITY OF THE DESIGNATED SCHOOL LIAISON

Once a Designated School Liaison has been made aware of a mandatory reportable incident, it is her/his responsibility to:

- notify the Police Department Designated Liaison and, when appropriate, parents;
- notify the Police Department Designated Liaison of the existence of pertinent physical evidence and speak with him or her about whether and how to take reasonable steps to maintain it in a secure place; and
- follow-up by forwarding any related reports (see the **student handbook**) to the Plymouth Police Department.

IMPLEMENTATION

A. TRAINING

The Plymouth Public Schools and the Plymouth Police Department agree in a collaborative effort to provide appropriate training to their respective staff to inform them of their roles and responsibilities under this agreement and to consult with the District Attorney's Office as appropriate regarding this training.

3.8 HAZING LAW AND POLICY

Hazing as defined in Chapter 269 under the Laws of the Commonwealth of Massachusetts is prohibited in the Plymouth Public Schools. M.G.L. Chapter 269; Section 17 Hazing; organizing or participating; hazing defined. Whoever is the principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment. The term "hazing" as used in this section and sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical health or safety of any such student or another person, or which subjects such student or another person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. (Added by St. 1985, c.536)

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M.G.L. Chapter 269: Section 18 Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars. (Added by St. 1985, c.536; Amended by St. 1987, c.665)

M.G.L. Chapter 269: Section 19 Copy of secs. 17-19; issuance to students and student groups, teams, and organizations; report

STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization that is part of such institution or is recognized by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and the sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

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

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

Any person(s) found engaged in hazing may be subject to suspension or exclusion dependent upon the seriousness of the hazing offense.

3.9 INTEGRATED PEST MANAGEMENT (IPM)

IPM is a process for achieving long-term, environmentally sound pest suppression through the use of a wide variety of technological and management practices. Control strategies in an IPM program extend beyond the application of pesticides to include structural and procedural modifications that reduce the food, water, harborage, and access used by pests.

FOUR POINTS OF IPM:

1. Prevention of the pest population.
2. Application of pesticides only "as needed".
3. Select the least hazardous pesticides effective for the control of targeted pests.
4. Precision targeting of pesticides to areas not contacted or accessible to the children, faculty, or staff.

3.10 MANDATED REPORTERS

Under Massachusetts law, the Department of Children and Families (DCF) is the state agency that receives all reports of suspected abuse or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DCF if they suspect that a child has been – or is at risk of being – abused or neglected.

WHO IS A MANDATED REPORTER?

Mandated reporters are staff members of medical or other public or private institutions, schools, or facilities, and must either notify DCF or the person in charge of the institution, school, or facility, or his/her designee. This person then becomes responsible for filing the report. Should the person in charge/designee advise against filing, the staff member retains the right to contact DCF directly.

WHAT ARE THE RESPONSIBILITIES OF A MANDATED REPORTER?

Massachusetts law requires mandated reporters to immediately make a verbal report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. You should report any physical or emotional injury resulting from abuse, including sexual abuse; or any indication of neglect, including malnutrition; or any instance in which a child is determined to be physically dependent upon an addictive drug at birth.

A written report must be submitted to DCF within 48 hours after the verbal report has been made. Please note that any mandated reporter who fails to make required verbal and written reports can be punished by a fine of up to \$1,000.

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HOW TO OBTAIN MORE INFORMATION ABOUT CHILD ABUSE AND NEGLECT.

Additional information about child abuse and neglect may be obtained on the DCF website [Report child abuse or neglect as a mandated reporter | Mass.gov](#)

3.11 HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming, and extracurricular activities.

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

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

STUDENTS REMAINING IN SCHOOLS OF ORIGIN

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent

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housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students’ school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

STUDENTS ENROLLING IN DISTRICTS WHERE SHELTERED OR TEMPORARILY RESIDING

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student’s living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student’s living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy-related exemption.

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

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Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to the school in a manner comparable to the transportation provided for all other students in the district.

DISPUTE RESOLUTION

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, the rationale for its determination and provide the parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

HOMELESS LIAISON

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

3.12 NONDISCRIMINATION POLICY

1.0 The Plymouth Public Schools does not tolerate discrimination against students, parents, employees,

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

- 2.0 The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.
- 3.0 The Plymouth School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of the District, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status.
- 4.0 This commitment to the community is affirmed in the following statements of the School Committee's intent to:
 - 4.1 Promote the rights and responsibilities of all individuals as set forth in the state and federal Constitutions, pertinent legislation, and applicable judicial interpretations.
 - 4.2 Encourage positive experiences in human values for children, youth, and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial, and ethnic groups.
 - 4.3 Support a more integrated society and enlist the support of individuals as well as groups and agencies,

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both private and governmental, in such an effort.

- 4.4 Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
- 4.5 Carefully consider, all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
- 4.6 Ensure the continual process of reviewing policies and practices of this school system in order to achieve, to the greatest extent possible, the objectives of this statement.
- 5.0 In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment, and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.
- 6.0 The student handbooks and grievance procedures shall identify the name, office address, and telephone number of the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

PREGNANT WORKERS FAIRNESS ACT

The District complies with the Massachusetts Pregnant Workers Fairness Act, which prohibits workplace and hiring discrimination related to pregnancy, childbirth, or a related condition, including, but not limited to, lactation or the need to express breast milk for a nursing child, and requires employers to provide reasonable accommodations in the workplace for expectant and new mothers. Employees are hereby notified of the following provisions of the Massachusetts Pregnant Workers Fairness Act:

- Upon an accommodation request, the employer has an obligation to communicate with the employee to determine a reasonable accommodation for the pregnancy or pregnancy-related condition. This is called an “interactive process,” and it must be done in good faith. A

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reasonable accommodation is a modification or adjustment that allows the employee or job applicant to perform the essential functions of the job while pregnant or experiencing a pregnancy-related condition, without undue hardship to the employer;

- An employer must accommodate conditions related to pregnancy, including post-pregnancy conditions such as the need to express breast milk for a nursing child, unless doing so would pose an undue hardship on the employer. “Undue hardship” means that providing the accommodations would cause the employer significant difficulty or expense;
- An employer cannot require a pregnant employee to accept a particular accommodation, or to begin disability or parental leave if another reasonable accommodation would enable the employee to perform the essential functions of the job without undue hardship to the employer;
- An employer cannot refuse to hire a pregnant job applicant or applicant with a pregnancy-related condition, because of the pregnancy or the pregnancy-related condition, if an applicant is capable of performing the essential functions of the position with a reasonable accommodation;
- An employer cannot deny an employment opportunity or take adverse action against an employee because of the employee’s request for or use of a reasonable accommodation for pregnancy or pregnancy-related condition;
- An employer cannot require medical documentation about the need for an accommodation if the accommodation requested is for: (1) more frequent restroom, food, or water breaks; (2) seating; (3) limits on lifting no more than 20 pounds; and (4) private, non-bathroom space for expressing breast milk. An employer, may, however, request medical documentation for other accommodations;
- Employers must provide written notice to employees of the right to be free from discrimination due to pregnancy or a condition related to pregnancy, including the right to reasonable accommodations for conditions related to pregnancy, in a handbook, pamphlet,

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or other means of notice no later than April 1, 2018;

- Employers must provide written notice of employees' rights under the Act: (1) to new employees at or prior to the start of employment; and (2) to an employee who notifies the employer of a pregnancy or a pregnancy-related condition, no more than ten (10) days after such notification.

3.13 RESTRAINT OF STUDENTS

RESTRAINT PREVENTION AND BEHAVIOR SUPPORT

1.0 PURPOSE

The Plymouth Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all district staff, and make it available to parents of enrolled students.

2.0 DEFINITIONS

- 2.1 **Mechanical Restraint:** the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that has been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.
- 2.2 **Medication Restraint:** the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
- 2.3 **Physical Escort:** a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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- 2.4 **Physical Restraint:** direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- 2.5 **Principal:** instructional leader of a public school education program or his or her designee.
- 2.6 **Prone Restraint:** a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
- 2.7 **Seclusion:** involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.
- 2.8 **Time-Out:** a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During a time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

3.0 PROHIBITIONS

Chemical restraint, mechanical restraint, and seclusion are prohibited in all public school education programs.

4.0 SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits (1) any teacher, employee, or agent of the District from using reasonable force to protect students, others, or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel

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from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119, § 51A.

5.0 REQUIREMENTS FOR THE USE OF TIME-OUT

Time-out may be used only for the purpose of calming, it must be terminated as soon as the student has calmed, and it may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

During a time-out, the student must be continuously observed by a staff member. The staff member will either be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for calming. The student may not be involuntarily confined alone in a room or in an area from which the student is prevented from leaving, as this would constitute seclusion, which is prohibited at all times.

6.0 REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT

- 6.1 Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
- 6.2 Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats unless the above harm standard is also met.
- 6.3 Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.
- 6.4 Safety: To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to,

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communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

- 6.5 During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color, and respiration, and make certain that the student is able to breathe and speak. Staff will use the safest physical restraint method available and appropriate for the situation and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.
- 6.6 Duration: A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately.
- 6.7 For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.
- 6.8 Follow-up: Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with the staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.
- 6.9 Prone and Floor Restraint: Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program

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has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint has received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

7.0 REPORTING OF PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

- 7.1 **Reporting within School and to Parents:** The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will provide the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.
- 7.2 **Report Contents:** The report will include: the names and job titles of those involved, including observers; the date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.
- 7.3 **Reporting to the Department of Elementary and Secondary Education:** The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

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8.0 ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

- 8.1 **Weekly Individual Student Review:** A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.
- 8.2 **Monthly School-Wide Review:** A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, the number of restraints, duration of restraints, and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy need to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies, or to take other action as appropriate.

9.0 TRAINING REQUIREMENTS

- 9.1 **General Training:** The Principal will ensure that all staff receives training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).
- 9.2 **In-Depth Training:** The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

10.0 SPECIFIC PROCEDURES

The Superintendent will develop specific procedures identifying:

- 10.1 Appropriate responses to student behavior that may require immediate intervention.
- 10.2 Methods to prevent student violence, self-injurious behavior, and suicide (individual crisis planning, de-escalation techniques)
- 10.3 Alternatives to physical restraint (verbal prompting, physical escort, time-out, de-escalation techniques)
- 10.4 Description of physical restraints used in emergency situations

10.5 Restraint complaint procedure (how it is filed, how it is investigated)

10.6 Methods to engage parents in discussions about restraint prevention and the use of restraint solely as an emergency measure

3.14 STUDENT RECORDS REGULATIONS AND CONFIDENTIALITY

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:
The right to inspect and review the student’s education records within a reasonable amount of time but not to exceed 45 days from the day the district receives an access request. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Plymouth Public Schools to amend a record they want to be changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

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The parent/guardian has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.

FERPA requires that the Plymouth Public Schools, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, the Plymouth Public Schools may disclose appropriately designated "directory information" without written consent, unless parents/guardians have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plymouth Public Schools to include this type of information from students' education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's, guardian's, and/or student's prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require school districts receiving federal funds to provide military recruiters, upon request, with three directory information categories - names, addresses, and telephone listings – unless parents, guardians, and/or students have advised the school district that they do not want their information disclosed without their prior written consent.

If a parent/guardian does not want the Plymouth Public Schools to disclose directory information from a student's education records without prior written consent, parents/guardians must notify the school district in writing by September 15 of each school year. The Plymouth Public Schools has designated the following information as directory information: student's name; participation in officially recognized activities and sports; address, telephone listing; weight and height of members of athletic teams, electronic mail address; photograph; degrees, honors, and awards received; date and place of birth; major field of study; dates of attendance; and grade level and the most recent school attended.

3.15 MASSACHUSETTS STUDENT RECORDS REGULATIONS

State regulations governing student records are briefly summarized below. These regulations are available at each public school and the superintendent's office for review. Parents may access the student records regulations through the Massachusetts Department of Education website.

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A student's record consists of his or her school transcript and temporary record. The temporary record includes all information, which is organized on the basis of the student's name, is relevant to the educational needs of the student, and is kept by the school. A student's parent or guardian or an eligible student (who is 14 years old or has entered the ninth grade), has the right to inspect all portions of the student's record upon written request to the principal. The record must be made available to the parent, guardian, or eligible student not later than ten consecutive workdays after the request is made, unless the parent or guardian, or eligible student consents to a delay. The parent, guardian, or eligible student may request copies of any part of the record. A fee may be charged for the cost of copying.

CONFIDENTIALITY OF RECORDS

No individual or organization other than the parent, guardian, eligible student, or school personnel working directly with the student is allowed access to a student's record without the specific written consent of the parent, guardian, or eligible student except in limited instances as specified by the state or federal regulations governing student records. Any employee who makes an unauthorized disclosure of student record information may be subject to discipline, up to and including termination.

AMENDMENT OR DELETION OF RECORDS

The parent, guardian, or eligible student has the right to add relevant comments, information, or other written material to the student's record. In addition, the parent, guardian, or eligible student has the right to request that information contained in the record be amended or deleted except for information inserted in the record by a special needs or Section 504 evaluation. The parent, guardian, or eligible student has a right to a conference with the school principal for the information contained in the school record. Within a week after such a conference, the principal must render a decision in writing on the objection. If the parent, guardian, or eligible student is not satisfied with the principal's decision, he or she may appeal such decision to the Superintendent of Schools and ultimately, to the school committee.

DESTRUCTION OF RECORDS

A student's temporary record shall be destroyed no later than six years after the student leaves the school system. The school system may offer the student, parent, or guardian the temporary record upon graduation or leaving school as long as the student, parent, or guardian acknowledges and accepts the temporary record by written consent. A student's transcript may be destroyed no sooner than 60 years after the student leaves the school system. A school principal or his or her designee may destroy misleading, outdated, or irrelevant information contained in the temporary record during

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the time the student is enrolled in the school district, provided the parent, guardian, or eligible student has been notified in writing and given the opportunity to inspect and copy any of the information prior to destruction.

All parents/guardians of children in the Plymouth Schools and all eligible students have the right to inspect and receive copies of their children's records, but there are specific regulations governing this access, as well as distinct regulations applicable to access by non-custodial parents. See M.G.L. c. 71, Sections 34D, 34E, 34H; 603 CMR 23.00. r

NON-CUSTODIAL PARENT ACCESS TO STUDENT RECORDS

The Massachusetts Board of Education has amended Student Records Regulations concerning access to student records by non-custodial parents. As outlined in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge, which prohibits the distribution of student records to the parent.

3.16 PROHIBITION OF ALCOHOL, TOBACCO, AND DRUG USE POLICY

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

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

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

SOURCE: Massachusetts Association of School Committees

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

3.17 USE OF PLYMOUTH PUBLIC SCHOOL DISTRICT PROPERTY

Anyone borrowing equipment belonging to the district must complete an Equipment/Material Use Form. See Section 6 for the form.

3.18 DRUG-FREE WORKPLACE ACT

The Plymouth Public Schools have recognized the importance of maintaining a workplace that is drug- and alcohol-free to enhance the welfare of employees and students. The federal law, the Drug-Free Workplace Act of 1988 requires the Plymouth Public Schools to certify that they maintain a drug-free workplace as a condition of receiving federal grants and contracts. The requirements of this law allow the Plymouth Public Schools to reaffirm the following policy and their commitment to a workplace free of drugs and alcohol

It is the policy of the Plymouth Public Schools to maintain an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcohol is prohibited while on duty or on school department property. Any violations of this policy will be grounds for disciplinary action up to and including immediate suspension and dismissal.

It is a condition of employment that each employee abide by this policy and notify the Superintendent of Schools of any violation of this Drug-Free Workplace policy

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The Plymouth Public Schools has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of the conviction. The Superintendent of Schools will take disciplinary action up to and including a recommendation to the School Committee that the employee is dismissed from employment.

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Section 4
Curriculum and Instruction

4.1 CURRICULUM DOCUMENTS

The curriculum documents can be accessed through our student information system, Aspen. On this page, you will find updates, resources, and other information regarding PPS academic curriculum. This is a staff page that will allow the user to post information and resources that are meant for staff members only. We are still in the process of adding current curriculum documents for all departments. If there is something that you do not see here yet, please feel free to continue to access our web-based curriculum site: www.plymouthcurriculum.com.

Click on the triangle next to Curriculum Resources in the Group Resources widget to find curriculum documents organized by subject and grade level.

Remember there are Quick Reference Cards and videos that will help you with all of the grade book and lesson planning features of Aspen in the Help, eLearning menu.

4.2 PRINCIPLES OF EFFECTIVE TEACHING

These Principles of Effective Teaching are taken from Massachusetts General Law (603 CMR 35.00: M.G.L. c.69, §1B; c.71, §38)

I. Currency in the Curriculum

A. The teacher is up to date regarding curriculum content

1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment.
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis, and synthesis when planning units, lessons, and assessments.
3. Keeps current in the field and applies knowledge to the instructional program.
4. Contributes to the ongoing evaluation of the curriculum.

II. Effective Planning and Assessment

A. The teacher plans instruction effectively.

1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.
2. Sets short-term and year-long goals for curricular units, which derive from unifying themes of fundamental importance to students' present or future lives.

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3. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.
4. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and students' needs and learning styles.
5. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts, and vocabulary that are important for students to know in order to be successful at a task.
6. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.
7. Plans engaging ways to introduce each unit of study.
8. Plans frequent instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
9. Designs curriculum experiences in which students take increasing responsibility for their learning.
10. Integrates the teaching of reading, listening, writing, speaking, viewing, and the use of appropriate learning tools (e.g., calculators, computers, etc.) within the discipline.

B. The teacher plans assessment of student learning effectively.

1. Determines specific and challenging standards for student learning.
2. Develops and uses authentic assessment, which describes a student's learning process as well as his/her learning achievements.
3. Incorporates time for individual and interactive reflection including response journals, debriefings, and group discussions.

C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

1. Regularly uses a variety of formal and informal authentic assessments of students' achievement and progress for instructional revisions and decision-making.
2. Implements evaluation procedures which appropriately assess the objectives taught.

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3. Communicates student progress to parents, students, and staff members in a timely fashion using a range of information including portfolios, anecdotal records, and other artifacts.
4. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work.
5. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.

III. Effective Classroom Management

A. The teacher creates an environment that is positive for student learning and involvement.

1. Implements instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
2. Implements curriculum experiences in which students take increasing responsibility for their learning.
3. Demonstrates openness to student challenges about information and ideas.
4. Uses classroom time and classroom space to promote optimal learning.
5. Understands principles and patterns of child growth and development and uses this knowledge in working with students.
6. Establishes classroom procedures that maintain a high level of students' time-on-task and that ensure smooth transitions from one activity to another.

B. The teacher maintains appropriate standards of behavior, mutual respect, and safety.

1. Maintains a systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations.
2. Manages routines effectively.
3. Maintains appropriate professional boundaries with students.
4. Serves as a positive role model for students.

IV. Effective Instruction

A. The teacher makes learning goals clear to students.

1. Makes connections between concepts taught and students' prior knowledge and experiences.

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2. Regularly checks for students' understanding of content and concepts and progress on skills.
3. Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies. Remediates, re-teaches, or extends teaching to meet individual and/or group need.
4. Communicates clearly in writing and speaking, using precise language.
5. Understands and shows students the relevance of the subject to life-long learning.

B. The teacher uses appropriate instructional techniques.

1. Uses a variety of teaching strategies, including cooperative, peer, and project-based learning; audio-visual presentations, lectures, discussions, and inquiry, practice and application; and the teaching of others.
2. Provides options for students to demonstrate competency and mastery of new material, including written work, plays, artwork, oratory, visual presentations, exhibitions, and portfolios.
3. Uses a variety of appropriate materials to reinforce and extend skills, accommodate learning styles, and match instructional objectives.
4. Causes students to become cognitively active in summarizing important learnings and integrating them with prior knowledge.
5. Demonstrates working knowledge of current research on optimum means for learning a particular discipline.

C. The teacher uses appropriate questioning techniques.

1. Uses a variety of questioning techniques, including those, which encourage and guide critical and independent thinking and the development of ideas.
2. Presents information recognizing multiple points of view; encourages students to assess the accuracy of information presented.

D. The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

1. Regularly tries innovative approaches to improve instructional practices.
2. Continually evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.
3. Assesses instructional strategies in authentic ways by comparing intended and actual learning outcomes.

V. Promotion of High Standards and Expectations for Student Achievement

A. The teacher communicates learning goals and high standards and expectations to students.

1. Regularly communicates objectives or learning outcomes to students.
2. Regularly provides feedback to students on their progress on goals and objectives.
3. Communicates standards, expectations, and guidelines regarding quality and quantity of students' work, work procedures, and interpersonal behavior to students and parents.
4. Responds to students' answers and works to keep students open, thinking, and willing to take risks and persevere with challenging tasks.
5. Models the skills, attitudes, values, and processes central to the subject being taught.

B. The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum.

1. Uses prompt feedback and student goal-setting to increase student motivation and ownership of learning.
2. Develops and supports students' awareness of themselves as learners and their ability to overcome self-doubts associated with learning and taking risks.
3. Nurtures students' eagerness to do challenging work and provides incentive, interest, and support for students to take responsibility to complete such tasks successfully.
4. Acts on the belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.
5. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study, and inquiry.
6. Regularly identifies students needing extra help and secures student cooperation and participation in extra help sessions.
7. Identifies students who are not meeting expectations and develops a plan that designates the teacher's and the student's responsibilities regarding learning.
8. Demonstrates attitudes of fairness, courtesy, and respect that encourage students' active participation and commitment to learning.
9. Builds positive relationships with students and parents to enhance students' abilities to learn effectively.
10. Recognizes and responds appropriately, when an individual student is having social and/or emotional difficulties, which interfere with learning and/or class participation.

VI. Promotion of Equity and Appreciation of Diversity

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A. The teacher strives to ensure equitable opportunities for student learning.

1. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.
2. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.

B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.

1. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.
2. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.
3. Functions effectively in a multi-lingual, multi-cultural, and economically diverse society.

VII. Fulfillment of Professional Responsibilities

A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.

1. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student.
2. Maintains professional boundaries with parents.

B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building, and school district.

1. Maintains professional boundaries with colleagues.
2. Works constructively with others to identify school problems and suggest possible solutions.
3. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction, and other school programs and shares expertise and new ideas with colleagues.
4. Participates in student or school activities.
5. Cooperates with other teachers about students' overall workload.

C. The teacher is a reflective and continuous learner.

1. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.
2. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work, school-based staff, administrative and community resources, and other colleagues.
3. Participates in activities that demonstrate a commitment to the teaching profession.
4. Seeks out information to grow and improve as a professional.
5. Is receptive to suggestions for growth and improvement.

4.3 THE MASSACHUSETTS COMMON CORE OF LEARNING

1. Thinking & Communicating

All students should:

Read, Write, and Communicate Effectively

- Read and listen critically for information, understanding, and enjoyment.
- Write and speak clearly, factually, persuasively, and creatively in standard English.
- Distinguish fact from opinion, identify stereotyping, and recognize bias.
- Read, write, and converse in at least one language in addition to English.

Use Mathematics, the Arts, Computers, and Other Technologies Effectively

- Apply mathematical skills to interpret information and solve problems.
- Use the arts to explore and express ideas, feelings, and beliefs.
- Use computers and other technologies to obtain, organize, and communicate information and solve problems.

Define, Analyze, and Solve Complex Problems

- Make careful observations and ask pertinent questions.
- Seek, select, organize, and present information from a variety of sources.
- Analyze, interpret, and evaluate information.
- Make reasoned inferences and construct logical arguments.
- Develop, test, and evaluate possible solutions.
- Develop and present conclusions through speaking, writing, art, and other means of expression.

2. Gaining and Applying Knowledge

All students should:

Acquire, Integrate, and Apply Essential Knowledge

Literature and Language

- Read a rich variety of literary works including fiction, poetry, drama, and nonfiction from different periods and cultures, relating them to human aspirations and life experiences.
- Analyze implications of literary works, and communicate them through speaking, writing, artistic, and other means of expression.
- Know and understand the development and structure of English and other languages and how learning another language fosters an appreciation of peoples and cultures.

Mathematics, Science, and Technology

- Know and understand major mathematical concepts such as measurement, estimation, quantity, probability, and statistics; and explore the relationship of mathematics to other areas of knowledge.

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- Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify, and communicate solutions to problems.
- Apply the fundamental principles of the life sciences, physical sciences, earth/space sciences, and the science of technology to analyze problems and relate them to human concerns and life experiences.
- Investigate and demonstrate methods of scientific inquiry and experimentation.

Social Studies, History and Geography

- Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural, and geographic contexts.
- Synthesize and communicate information about important events and fundamental concepts in Massachusetts, the United States, and world history, including historical documents such as the Declaration of Independence, Constitution, Bill of Rights, Federalist Papers, and the Gettysburg Address.
- Know important information regarding the physical environment and understand concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

Visual and Performing Arts

- Know and understand the nature of the creative process, the characteristics of visual art, music, dance, and theatre, and their importance in shaping and reflecting historical and cultural heritage.
- Analyze and make informed judgments regarding the arts.
- Develop skills and participate in the arts for personal growth and enjoyment.

Health

- Know basic concepts of human development, mental health, sexuality, parenting, physical education and fitness, nutrition, and disease prevention, and understand the implications of health habits for self and society.
- Make informed and responsible judgments regarding personal health, including avoidance of violence, tobacco, alcohol, drugs, teen pregnancy, and sexually transmitted diseases.
- Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

3. Working and Contributing

All students should:

Study and Work Effectively

- Set goals and achieve them by organizing time, workspace, and resources effectively.
- Monitor progress and learn from both successes and mistakes.

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- Manage money, balance competing priorities, and interests, and allocate time between study, work, and recreation.
- Work both independently and in groups.
- Work hard, persevere, and act with integrity.

Demonstrate Personal, Social, and Civic Responsibility

- Accept responsibility for one's behavior and actions.
- Know career options and the academic and occupational requirements needed for employment and economic independence.
- Treat others with respect and understand similarities and differences among people.
- Learn to resolve disagreements, reduce conflict, and prevent violence.
- Participate in meaningful community and/or school activities.
- Understand the individual's rights, responsibilities, and role in the community, state, and nation.
- Understand how the principles of democracy, equality, freedom, law, and justice evolve and work in society.
- Analyze, develop, and act on informed opinions about current economic, environmental, political, and social issues affecting Massachusetts, the United States, and the world.

4.4 CRITERIA FOR EVALUATION OF INSTRUCTIONAL MATERIAL

	Strongly Agree (5)	Agree (4)	Not Applicable (3)	Disagree (2)	Strongly Disagree (1)
I. Content					
1. Reflects the learning standards of the Curriculum Framework					
2. Is accurate					
II. Features					
3. Provides descriptions of achievements of historically important subject related people					
4. Contains illustrations of contemporary children and adults that reflect the diversity of our society					
5. Material has intellectual merit and is free of simplistic and demeaning generalizations as well as bias, discrimination, and stereotyping on the basis of race, color, national origin, age, sex, disabilities or homelessness, religion, and sexual orientation.					
6. Includes clear instructions on using tools, equipment, and materials					
7. Includes a master source of materials and resources					
8. Provides student texts, booklets, or printed material and accompanying teacher manuals					
9. Provides coherent units that build conceptual understanding					
10. Provides in-depth investigations of major concepts					
11. Incorporates applications of subject content					
12. Highlights connections with other subject areas					
III. Learning Activities					
13. Involve students in active learning, inquiry, and problem solving					
14. Involve the use of appropriate models					
15. Clarify appropriate use of instructional technology					
16. Show how instructional technology can help students visualize complex concepts, analyze, and refine the information, and communicate solutions					
17. Provide multiple ways for students to explore concepts and communicate ideas and solution					
18. Are developmentally appropriate and provide for different abilities and learning paces					
19. Encourage discussion and reflection					
20. Draw on a variety of resources (trade manuals, manipulatives, Internet, primary sources, etc.)					

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	Strongly Agree (5)	Agree (4)	Cannot Judge (3)	Disagree (2)	Strongly Disagree (1)
IV. Teacher Support Materials					
21. Provide a clear conceptual framework for the concepts and skills taught					
22. Offers ideas for involving parents and the community and keeping them informed about the programs					
23. Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning					
24. Reference materials, such as appropriate videos, film clips, reference books, software, video laser disk, distance learning, CD-ROM, and electronic bulletin boards					
25. Suggest how to adapt materials for students with differing levels of achievement					
26. Suggest enrichment and skill reinforcement activities for extended learning					
27. Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests					
V. Student Assessment Materials					
28. Are free of inappropriate or derogatory material					
29. Contain a balance among activities that assess conceptual understanding, procedural skill, and problem-solving ability					
30. Occur throughout the unit, not just at the end					
31. Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre-and post-tests					
32. Focus on the acquisition of skills and concepts as well as on the learning process					
VI. Program Development and Implementation					
33. Have field test data showing positive effects on student learning					
34. Are adaptable to local curriculum and/or school					
35. Offer training and long-term follow up for teachers					

4.5 SPECIAL PROGRAMS

SHELTERED ENGLISH IMMERSION PROGRAM

The Sheltered English Immersion Program is for students who do not speak English or whose native language is not English.

All families complete a Home Language Survey when they register their child for school. If the parent/guardian states, on that survey, that the student's home language is not English, the student will be asked to take a short test to determine his/her English language skills. The school department uses this test to determine eligibility for Sheltered English Immersion Instruction.

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The Sheltered English Immersion (SEI) Program includes both Sheltered Content Instruction (SCI) and English as a Second Language (ESL) instruction. Sheltered Content Instruction (SCI) is taught by content-area licensed and SEI-endorsed teacher(s) and provides access to grade-level content and development of discipline-specific academic language, which occurs throughout the day and is designed for optimum English Learner engagement in content. English as a Second Language (ESL) instruction is taught by ESL-licensed teacher(s) and provides additional linguistic support that English Learners need to be delivered through a systematic, explicit, sustained focus on language and literacy in the context of the frameworks. ESL instruction occurs for a specific amount of time each day or week, as determined by the school, according to student needs.

Plymouth Public Schools places students in sheltered English immersion classrooms, in which nearly all books and instructional materials are in English, with a modified curriculum and presentation designed for students who are learning the language based on the Massachusetts Department of Education frameworks and learning standards. Teachers may use native languages for clarification and safety purposes.

An effective sheltered English immersion classroom is one where there are frequent opportunities for interaction and discussion between teacher and student and classmates. As per federal law, the Plymouth Public Schools ensures that English language learners receive effective English language instruction and content instruction. Content and curriculum are appropriate to the age(s) and grade(s) of the students in the class. Instruction is appropriate to the student's level of English proficiency.

504 ACCOMMODATION PLAN

A 504 Accommodation Plan is a legal document falling under the provisions of the Rehabilitation Act of 1973. This is a civil rights law to protect people with disabilities by eliminating barriers and allowing full participation in education. A 504 Accommodation Plan is designed to articulate and implement a program of instructional services, including general classroom modifications, to assist students with disabilities. A 504 plan is not an Individualized Education Plan (IEP) and is a regular education entitlement. In order for a student to qualify for a 504 Accommodation Plan, certain requirements are set by federal regulations. They include the following: Referral, Non-discriminatory Evaluation, Eligibility, Placement Procedures, Procedural Safeguards (Due Process), and the writing of the Individual Accommodation Plan.

A student with disabilities is the same as "a handicapped person." As defined under the federal law, the definition is as follows:

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A handicapped person means any person who (i) has a physical or mental impairment that substantially limits one or more major life activities (ii) has a record of such impairment, or (iii) is regarded as having such impairment.

For further information, contact the student's guidance counselor or the Director of Pupil Personnel Services. The following is the link to the District's 504 Manual [Plymouth 504 Manual.pdf](#)

SPECIAL EDUCATION SERVICES

Under Special Education Regulations (603 CMR 28.00), a student identified with a disability that impacts his or her education must be provided with a free, adequate, and appropriate public education in the least restrictive environment that includes specially designed services and/or programs that meet his or her individualized educational needs. A student is entitled to special education services if he or she meets all three of the criteria listed below:

- The student has an identified disability.
- The student is unable to progress effectively in the general education program without the provision of specially designed instruction.
- The student requires specially designed instruction and/or services to make effective progress.

Special education laws are grounded in six basic principles: parent/guardian and student participation; free and appropriate public education; appropriate evaluation; IEP; least restrictive environment; and procedural safeguards.

If you believe a student needs special education services please contact the building principal or counselor to assist you with the process. State regulations governing the Special Education process and the "Notice of Procedural Safeguards" brochure are available in all schools for review. For more information about special education, please feel free to contact the Director of Special Education.

ALTERNATIVE EDUCATION

The alternative education program, held after school hours, is designed as an educational alternative for students with various difficulties ranging from excessive failures to school phobia. The overall goal of the program is to restore hope that education can make a difference in their lives. The current high school model does not work for these students which is evidenced by poor behaviors, poor attendance, and failing grades. What put these students in jeopardy of not finishing high school are the decisions they make under the conditions they presently find themselves in. The challenge of this program is to engage a diverse group

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of young people in an academic program that will restore credits and/or prepare them to return to the regular day school. Through the alternative education program, we hope to motivate students by restructuring our approach and the hours spent in school and support them in making better decisions.

OTHER PROGRAMS

The Plymouth Public Schools offers several specialized special education programs. These include:

Project Growth	PNHS
Basic Skills Program	Nathaniel Morton Elementary School, PCIS
Language-based Program	Nathaniel Morton Elementary School, PSMS
CARE Program	West Elementary School, PCIS, PNHS
Autistic Spectrum Disorder Program	Mt. Pleasant Pre-School, Federal Furnace Elementary School. PSMS, PSHS
Life-Skills Program	West Elementary School, PSMS, PNHS

4.6 SUPPORT FOR STUDENTS

INDIVIDUAL STUDENT SUCCESS PLAN (ISSP)

Every school district in Massachusetts must create an Individual Student Success Plan for each student who has scored at Warning or Failing level on the MCAS English language arts and/or math test. The ISSP describes how the school will assist the student so he/she can raise his/her academic performance.

Schools complete ISSPs after they receive MCAS scores and other relevant information. The school will notify parents/guardians when an ISSP has been developed for their child. Parents/guardians can contact the school's guidance department for further information.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

The purpose of the District Curriculum Accommodation Plan is to continually strengthen and improve the general education program for the benefit of all students. Strategies and specific action items include assistance to regular education teachers that will help them to analyze and accommodate various students' learning and to manage students' behavior effectively; support services for students through the regular education program, including services to address the needs of students whose behaviors may interfere with learning; direct and systematic instruction in reading for all students; encouragement of teacher mentoring and collaboration; and encouragement of parental involvement in their children's education.

CURRICULUM ACCOMMODATION PLAN (CAP)

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For individual students who are not demonstrating success, school personnel may recommend the development of a Curriculum Accommodation Plan. The plan is designed to assist the regular classroom teacher(s) in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. Parents/guardians are notified of any meeting when a CAP may be developed for their child. The format of the Curriculum Accommodation Plans varies from school to school.

TITLE I PROGRAM

A federally funded education program, Title I, provides resources to eligible school districts. Programs use scientifically based research methods to enable low-performing students to achieve the 's learning standards.

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Section 5

Evaluation

5.1 EVALUATION PROCESS & DESCRIPTIONS

On February 28, 2017, the Board of Elementary and Secondary Education amended the new regulations for the evaluation of all Massachusetts educators. The regulations, which apply to both administrators and teachers throughout the state, are designed to:

- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

A. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher. The use of eavesdropping, public address or audio systems, and similar surveillance devices shall be strictly prohibited. No teacher shall receive adverse comments from any observer in the presence of pupils.

B. 1. Teachers will be given a copy of each formal evaluation report prepared by their evaluator(s) prior to the forwarding of the report to the Superintendent's Office. Teachers will have the opportunity to discuss the report with their evaluator(s) and/or Principal as prescribed by the Evaluation Instrument and prior to the forwarding of the report to the Superintendent's office. In case an evaluation indicates that a teacher's service has been rated needs improvement or unsatisfactory in any respect, the evaluator will offer specific written recommendations for the improvement of the teacher; the teacher will be assisted in an effort to improve by his/her evaluator, and the teacher will cooperate in this assistance program. In such a case, a teacher may request an additional evaluation by another administrator designated by the Superintendent.

In cases where recommendations and/or suggestions for improvement have been made, the evaluator will also provide the teacher with a time frame for further evaluation of teacher progress in such specific areas. After such discussion, the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. The teacher may request a delay of one (1) day prior to the signing and filing of such report.

2. Any adverse evaluation of a teacher's performance filed by the teacher's supervisor and/or Principal may be subject to the grievance procedure herein set forth, but only on the grounds of bad faith and/or discrimination.

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3. Evaluators will be urged to provide comments to expand on any excellent ratings given to an employee.

1. Upon written request, each teacher shall have the right to review the contents of his personnel file. At the teacher's request, a representative of the Association may accompany the teacher in such review. Facilities shall be available for the teacher to make photocopies at his expense, of such contents and records as concern his work or himself.

2. A personnel file will be maintained by the Committee for each member of the bargaining unit in the office of the Central Administration. Any derogatory material shall be made immediately available to the member of the bargaining unit. Complaints or other material which reflect negatively upon a member of the bargaining unit, which by the determination of the Superintendent or his designee are to be placed in a personnel file, shall be brought to the attention of the bargaining unit member at the time such materials are being placed in the file. The bargaining unit member will sign such material only to signify that he/she has seen it.

A teacher shall have the right to answer in writing any complaints filed in his personnel file, and his answer shall be attached to the complaint and reviewed by the Superintendent of Schools. The failure of the Administration to respond, in writing, to the aforesaid teacher's answer and place said response with the file copy of the said answer shall not indicate agreement with the teacher's answer.

3. The Association recognizes the authority and responsibility of the Principal for disciplining or reprimanding a teacher for the delinquency of professional performance. However, such disciplining or reprimanding should be conducted in private. If a teacher is to be reprimanded or disciplined by a member of the administration above the level of principal, he is to be given 48 hours' notice in writing of such action and shall have the right to have a member of the P.R. &R. Committee of the respective Association present.

D. A teacher with non-professional teacher status to whom a recommendation has been made that he/she is to be dismissed or that his/her Contract is not to be renewed shall be so notified in writing of the reasons for that recommendation. The decision of the Superintendent to dismiss or non-renew a teacher with non-professional teacher status is not arbitrable except as to the question of whether or not the Superintendent adhered to the evaluation procedures of this Article prior to making that decision.

E. No teacher will be disciplined or reprimanded without just cause.

F. The Superintendent shall initially provide the training program for the evaluators to promote consistency and uniformity in the use of the new evaluation instrument.

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G. The School Committee recognizes its obligation with respect to collective bargaining concerning evaluations.

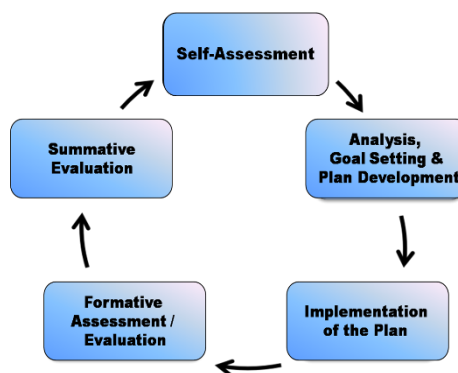
H. Teachers shall be evaluated in accordance with the standards and procedures set forth in Appendix B.

The parties shall create an Evaluation Committee to review the language in Appendix B in light of amendments to the DESE evaluation regulations. The Evaluation Committee shall be composed of up to three (3) members designated by the Association and up to three (3) members designated by the School Committee. The Evaluation Committee shall complete its work no later than June 1, 2020, and shall present its recommendations to the parties' negotiating teams for their consideration. Absent mutual agreement, the status quo shall remain in effect unless its application shall be found to be contrary to existing law.

In 2020 the EAPC signed an agreement with the Plymouth School Committee officially implementing an adapted version of the DESE's model language. The full version can be found in Section 6.

5-Step Evaluation Cycle

- Step 1: Self-Assessment
- Step 2: Analysis, Goal Setting & Plan Development
- Step 3: Implementation of the Plan
- Step 4: Formative Assessment/Evaluation
- Step 5: Summative Evaluation



Statewide Standards of Effective Practice

Principals & Other Administrators	Teachers
<ul style="list-style-type: none"> • Instructional Leadership 	<ul style="list-style-type: none"> • Curriculum, Planning & Assessment
<ul style="list-style-type: none"> • Management and Operations 	<ul style="list-style-type: none"> • Teaching All Students
<ul style="list-style-type: none"> • Family & Community Partnerships 	<ul style="list-style-type: none"> • Family & Community Engagement
<ul style="list-style-type: none"> • Professional Culture 	<ul style="list-style-type: none"> • Professional Culture

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Section 6

Forms

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6.9 PLYMOUTH PUBLIC SCHOOLS STAFF FORMS

All current Plymouth Public Schools Forms are located on the District's Website at: [plymouth.k12.ma.us/faculty & staff/staff forms directory](http://plymouth.k12.ma.us/faculty%20&%20staff/staff%20forms%20directory)

6.10 MANDATED REPORTER INFORMATION

Mandated Reporting To Department of Children and Families (DCF) –

Mandated reporters are encouraged to utilize the **online abuse/neglect report** option available at mass.gov/dcf to submit the written report; however, written reports may be mailed or faxed to the Department within 48 hours of the oral report. The form for faxing/ mailing this report can also be obtained from the DCF website: mass.gov/dcf.”

6.11

TEACHER EVALUATION PROCESS
FOR THE
SCHOOL COMMITTEE OF THE TOWN OF PLYMOUTH
AND THE
EDUCATION ASSOCIATION OF PLYMOUTH AND CARVER
June 2020



PLYMOUTH PUBLIC SCHOOLS

This is the proposed language for Plymouth Teacher Evaluation Process. It is a combination of the suggested language from the Department of Elementary and Secondary Education (ESE), the MTA, and your own members.

Rubrics and forms are adopted as is from ESE.

Changes to this document will be subject to the negotiation and ratification process..

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Appendix A Classroom Teacher Rubric

Purpose of Educator Evaluation

A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of the model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

B) The regulatory purposes of evaluation are:

- i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
- ii) To provide a record of facts and assessments for personnel decisions, 35.01(2) (b);
- i) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
- ii) iv) To assure effective teaching and administrative leadership, 35.01(3). 2

1) **Definitions (* indicates definition is generally based on 603 CMR 35.02)**

- A) *Artifacts of Professional Practice: Products of an Educator’s work and student work samples that demonstrate the Educator’s knowledge and skills with respect to specific performance standards. B
- B) Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- C) Classroom teacher: Educators who teach PreK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) **Educator(s): Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted

-
- F) *Educator Plan: The growth or improvement actions identified as part of each educator’s evaluation. The type of plan is determined by the educator’s career stage and/or overall performance rating. There shall be four types of Educator Plans:
- i) Developing Educator Plan shall mean a plan developed by the educator and the evaluator for one school year or less for an educator without Professional Teacher Status (PTS); or, at the discretion of an evaluator. I
 - ii) Self-Directed Growth Plan shall mean a plan developed by the educator for two school years for educators with PTS who are rated proficient or exemplary.
 - iii) Directed Growth Plan shall mean a plan developed by the Educator and the evaluator for one school year or less for Educators with PTS who are rated as needs improvement.
 - iv) Improvement Plan shall mean a plan developed by the evaluator of at least sixty (60) school days and no more than one school year for educators with PTS who are rated unsatisfactory with goals specific to improving the educator’s unsatisfactory performance. In those cases where an educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year. If both parties agree, with input from the association
- G) *DESE: The Massachusetts Department of Elementary and Secondary Education.
- H) *Evaluation: The ongoing process of defining goals and identifying, gathering, and using the information as part of a process to improve professional performance (the “formative evaluation” and “formative assessment”) and to assess total job effectiveness and make personnel decisions (the “summative evaluation”).
- I) *Evaluator: Any person designated by a superintendent who has primary or secondary responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one Primary Evaluator at any one time responsible for determining performance ratings.
- i) Primary Evaluator: The person, who determines the Educator’s performance ratings, completes the Formative and Summative Evaluations. The Primary Evaluator also determines what plan the educator is on and approves the goals for the evaluation process. i.

-
- ii) The Secondary Evaluator (or the person who) contributes to the Educator Plan, about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. There will not be any more than two (2) Secondary Evaluators for any educator, when possible.
 - iii) Teaching Staff Assigned to More Than One Building: Each educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. In cases where there is no predominant assignment, the superintendent and or their designee will determine who the Primary Evaluator will be.
 - iv) Notification: The Educator shall be notified in writing of his/her Primary Evaluator and Secondary Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- J) Evaluation Cycle: A five-component process that all Educators follow consisting of
- 1) Self-Assessment
 - 2) Goal-setting and Educator Plan development
 - 3) Implementation of the Plan
 - 4) Formative Assessment/Evaluation
 - 5) Summative Evaluation. K
- K) *Experienced Educator: An educator with Professional Teacher Status (PTS).
- L) *Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.
- M) *Formative Assessment: The process used to assess progress towards attaining goals set forth in Educator plans, and performance on the Standards and Indicators of Effective Teaching Practice. This process may take place at any time(s) during the cycle of evaluation but typically takes place at mid-cycle.
- N) **Formative Evaluation: An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan and performance on Standards and Indicators of Effective Teaching Practice
- O) *Goal: A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified

improvement in student learning, growth, and achievement. Goals may be developed by individual educators or a team of educators. Team goals may be developed by grade level or subject area teams. In the case of a Directed Growth Plan or an Improvement Plan, goals may be developed by the evaluator with input from the EAPC during the development process of the goals and plan, at the Educator's request

- P) **Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.
- Q) Multiple Measures of Student Learning: Measures must include a combination of classroom, school, and district assessments, student growth percentiles on state assessments if state assessments are available, and student ACCESS for ELLs to gain scores.
- R) *Observation: A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of at least (10) ten minutes in duration by the Evaluator and may include the examination of artifacts of practice including student work. An observation will occur in person. All observations will be done openly and with the knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article. S
- S) Parties: The Association and the School Committee are the parties to this agreement.
- T) *Performance Rating: Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficiency and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory

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- Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- U) *Performance Standards: Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03
- V) **Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- W) Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of the evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
- i) Standard 1: Curriculum, Planning, and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- X) *Rubric: A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consist of:
- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator

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- iv) Descriptors: Describes practice at four levels of performance for each element
 - Y) *Summative Evaluation: An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The Summative Evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
 - Z) *Superintendent: The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
 - AA) *Teacher: An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3) (a, b, and d) and the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

2) **Evidence Used In Evaluation**

The following categories of evidence shall be used in evaluating each Educator:

- A) Multiple measures of student learning, growth, and achievement, when available which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) Mutually agreed-upon measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide when available. These measures may include portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or ACCESS for ELLs scores, if applicable, in which case at least two years of additional consecutive data is required.
 - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.

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- iv) For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement will be set by mutual agreement. The mutually agreed upon measures will be based on the educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including :
- i) Unannounced observations of practice, of at least (10) ten minutes in duration by the evaluator.
 - ii) Announced observation(s) for non-PTS educators in their first, second, and third year of practice in a school, educators on Directed Growth or Improvement Plans, and as determined by the evaluator.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to :
- i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Any other relevant evidence from any source that the Evaluator shares with the Educator.

3) **Rubric**

A rubric is a scoring tool used for the Educator's self-assessment, Formative Assessment, Formative Evaluation, and Summative Evaluation. The DESE rubrics are attached to this agreement.

4) **Evaluation Cycle: Training**

Prior to the implementation of the evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE

A) Prior to the implementation of the evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE

B) By November 1 st, all Educators shall complete a professional learning activity about self-assessment and goal setting satisfactory to the superintendent or principal. Any Educator hired after the November 1 state, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal setting within twenty (20) school days of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by DESE and subject to input from the district's evaluation committee.

C) All mandatory training or learning activities shall occur during the contractual workday.

5) **Evaluation Cycle: Annual Orientation**

A) By October 1 the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. All mandatory training or learning activities shall occur during the contractual workday. The superintendent, principal, or designee shall:

i) Provide an overview of the evaluation process, including goal setting and the Educator's plans.

ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided

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- iii) Provide the District and School goals and priorities, and a listing of professional development dates.
 - iv) The evaluation review may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year provided that an announcement is made at the beginning of the meeting

Evaluation Cycle: Self-Assessment

B) Completing the Self-Assessment

- i) The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by October 1 or within twenty (20) school days of the start of their employment at the school.
- ii) The self-assessment includes:
 - (a) An analysis of the evidence of student learning, growth, and achievement for students under the Educator's responsibility.
 - (b) An assessment of effective practice against each of the four Performance Standards and corresponding indicators using the DESE's Classroom Teacher Rubric (attached).
 - (c) Proposed goals to pursue:
 - (1st) At least one goal is directly related to improving the Educator's professional practice.
 - (2nd) At least one goal-directed related to improving student learning.

C) Proposing the goals

- i) Educators may consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- ii) For Educators in their first year of practice, the Evaluator will meet with each Educator by October 1 (or within twenty (20) school days of the Educator's first day of employment if the Educator begins employment after September 15) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.

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- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice in the district should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may propose team goals.
 - iv) For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
 - v) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address team goals.

8) Evaluation Cycle: Goal Setting and Development of all Educator Plans

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have similar roles and/or responsibilities.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth, and achievement based on the Educator's self-assessment and other sources that the Evaluator shares with the Educator
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15 of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15 or within thirty (30) school days of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that

must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

- D) The Evaluator completes the Educator Plan by November 1. The Educator may include a written response, which shall be attached to the plan and signed within (5) five school days. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document. The Evaluator retains final authority over the content of the Educator’s Plan

9) Evaluation Cycle: Observation of Practice and Collection/Examination of Artifacts.

Teachers will be observed per the educator plan cycle as follows:

Educator Plan	Unannounced Observations (minimum 10 minutes)	Announced Observations (pre, post, minimum 30 minutes)	Announced Observations (pre, post, full class period)
Self-Directed Growth Plan (2 years)	Minimum 2 Maximum 4	*	N/A
Directed Growth Plan (1 year) Needs Improvement Status	At least 2	1	N/A
Improvement Plan (1 year) Unsatisfactory Status	4	1	1
Developing Educator Plan (Year 1 Non-PTS Educator)	At least 4	At least 1	*
Developing Educator Plan (Year 2 Non-PTS Educator)	At least 3	*	N/A
Developing Educator Plan	At least 3	*	N/A

(Year 3 Non-PTS Educator)			
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*Evaluator and/or Educator may request at least one Announced Observation if needed.

10) Observations

The Evaluator’s first observation of the Educator should take place by November 15. All observations required by the Educator Plan should be completed by May 15, unless mutually agreed upon by the Educator and the Evaluator.

The parties agree that individual teaching styles vary and not all of the indicators on the rubric may be observed during any one class or lesson.

A) Unannounced Observations

- i. Unannounced observations will be a minimum of ten (10) minutes.
- ii. The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator in person, by secure electronic transmissions, or placed in the Educator’s mailbox. Either the Evaluator or Educator can request a meeting within five (5) school days of receipt of written feedback of an unannounced observation. The educator may respond in writing.
- iii. Any observation or series of observations resulting in one or more standards documented to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within twenty (20) school days.
- iv. No other observation may take place until the day after the feedback has been provided. The Educator and the Evaluator are encouraged to have conversations on feedback.

B) Announced Observations

At the discretion of the Evaluator, all non-PTS Educators in their first year in the district, PTS Educators on a Directed Growth Plan and PTS Educators on Improvement Plans, and other educators at the discretion of the Evaluator and/or Educator shall have at least one Announced Observation

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- (a) The Evaluator with the Educator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- (b) Within five (5) school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator, and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population being served, and any other information that will assist the Evaluator to assess the performance.
- (1st) The Educator if requested by the Evaluator shall provide the Evaluator with a draft of the lesson, student conference, IEP plan, or activity. Documentation might include the Evaluator, a draft of the lesson, a student conference, an IEP plan, or an activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
- (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practicable.
- (c) Within five (5) school days of the observation, the Evaluator and the Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within twenty-four (24) hours or at a mutually agreed upon time.
- (d) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
- (1st) Describe the basis for the Evaluator's judgment.
- (2nd) Describe actions the Educator should take to improve his/her performance.
- (3rd) Identify support and/or resources the Educator may use in his/her improvement.

(4th) State that the Educator is responsible for addressing the need for improvement.

(5th) The Educator may include a written response, which shall be attached to the plan and signed within (5) five school days. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document.

11) Evaluation Cycle: Formative Assessment

- A) A specific purpose for evaluation is to promote student learning, growth, and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, the examination of artifacts, student learning in relation to anticipated student learning gains on multiple measures of student learning, growth, and achievement, and other evidence of performance in relation to the Standards and Indicators of Effective Teaching Practice, along with the progress of predetermined student learning and professional practice goals.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment will occur at the end of year one.
- C) The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan and performance on Performance Standards and overall.
- D) At a meeting, no less than ten (10) school days before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Educator and mutually agreed upon by the Evaluator and the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the Evaluator additional evidence of the educator's performance against the four Performance Standards
- E) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox.

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- F) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five (5) school days after completion of the Formative Assessment Report
 - G) The Educator may include a written response to the Formative Assessment report within five (5) school days of receiving the report or having a meeting, whichever is later. The written response shall be attached to the plan. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document. The signature indicates that the Educator received the Formative Assessment report in a timely fashion.
 - H) As a result of the Formative Assessment Report, the Evaluator, with Educator input, may change the activities in the Educator Plan
 - I) If the rating in the Formative Assessment report differs from the last Summative Assessment rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
 - J) After the Formative Assessment and upon request of the Educator, another trained Evaluator shall be assigned to perform a thirty-minute (minimum) announced observation at a mutually agreed upon date and time to be used as evidence in the Educator's Summative Evaluation.

11) Evaluation Cycle: Formative Evaluation for (Two-Year) Self-Directed Plans Only

- A) Educators on two-year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than ten (10) days before the last scheduled day of school of the first year of the two-year cycle. The Educator's performance rating for that year shall be the same as the previous Summative Assessment rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan and performance on each performance standard and overall.
- C) The Primary Evaluator via written notice will notify the Educator of a meeting to review evidence of family outreach and engagement (Standard III), the fulfillment of professional responsibility and growth (Standard IV), and progress in attaining professional practice and student learning goals. The Educator may also provide to the Primary Evaluator additional evidence of their performances supporting Performance Standards I & II.

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- The Educator will supply the Primary Evaluator with the requested evidence ten (10) days prior to the meeting unless an alternate date has been mutually agreed upon.
- D) The Primary Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox.
- E) Upon the request of either the Primary Evaluator or the Educator, the Evaluator and the Educator will meet within five (5) school days after completion of the Formative Evaluation Report
- F) The Educator may include a written response to the Formative Evaluation report within five (5) school days of receiving the report or having a meeting, whichever is later. The written response shall be attached to the plan. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion
- G) As a result of the Formative Evaluation report, the Primary Evaluator, with educator input, may change the activities in the Educator Plan.
- H) If the rating in the Formative Evaluation report differs from the last Summative Assessment rating the Educator received, the Primary Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
- I) After the Formative Evaluation and upon request of the Educator, another trained Evaluator shall be assigned to perform a thirty-minute (minimum) announced observation at a mutually agreed upon date and time to be used as evidence in the Educator's Summative Evaluation

13) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a Summative Evaluation report. For Educators on a two year Self Directed Educator Plan, the Summative report must be written and provided to the educator no later than ten (10) school days before the last scheduled day of school.
- B) The Primary Evaluator determines a rating on both goals, each standard, and an overall rating based on the Evaluator's professional judgment, an examination of the evidence against the Performance Standards, and evidence of the attainment of the Educator Plan goals. In determining the overall rating, the Evaluator shall give equal consideration to the four standards and attainment of goals. The Educator's overall rating can be no higher than the lowest rating for Standard I and II.

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- C) For an Educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator, and the supervisor shall confirm or revise the Educator's rating.
 - D) The Summative Evaluation rating must be based on evidence from multiple categories of evidence, including but not limited to products of practice; impact on student learning based on multiple measures, and other evidence related to Performance Standards. MCAS Growth scores shall not be the sole basis for a Summative Evaluation rating.
 - E) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning, and Assessment (Standard I) and the Teaching All Students (Standard II) Standards of Effective Teaching Practice
 - F) No fewer than ten (10) school days before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Primary Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Educator may also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards.
 - G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
 - H) The Primary Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by secure electronic transmission, or to the Educator's school mailbox no later than ten (10) school days prior to the end of the scheduled school year
 - I) The Primary Evaluator shall schedule a meeting within 24 hours after delivery to meet with the Educator rated needs improvement or unsatisfactory to discuss the Summative Evaluation. The meeting shall occur no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30 unless mutually agreed upon by both parties.
 - J) The Primary Evaluator may meet with the Educator rated proficient or exemplary to discuss the Summative Evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30 unless mutually agreed upon by both parties.
 - K) Upon mutual agreement, the Educator and the Primary Evaluator may discuss goals for the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.

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- L) The Educator may include a written response to the Summative Evaluation report or meeting, which shall be attached to the report, and sign within (5) five school days of receiving the report or having a meeting, whichever is later. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document.
 - M) An electronic copy of the signed final Summative Evaluation shall be maintained by the Superintendent's office.

14) **Educator Plans – General**

- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:
 - i) At least one goal related to the improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of learning, growth, and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- C) It is the Educator's responsibility to attain the goals in the Plan and to take advantage of opportunities to participate in any approved training and professional development provided through the state, district, or other providers in accordance with the Educator Plan. District-provided opportunities will be offered at no cost to the Educator.

15) **Educator Plans: Developing Educator Plan**

- A) The Developing Educator Plan is for all Educators without PTS.
- B) The Educator shall be evaluated at least annually.

16)) **Educator Plans: Self-Directed Growth Plan (there is only a two-year plan)**

- A) A two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary after mutually agreed upon multiple measures of student growth have been established, whose impact on student learning is moderate or high. A Formative Evaluation report is completed at the end of year 1 and a Summative Evaluation report at the end of year 2

17) **Educator Plans: Directed Growth Plan**

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Primary Evaluator
- C) The Primary Evaluator shall complete a Summative Evaluation for the Educator no later than May 15.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Primary Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Primary Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.
- F) The Primary Evaluator, having rated the Educator as Needs Improvement or Unsatisfactory, shall schedule a meeting within 24 hours after delivery. The purpose of this meeting is to review the Summative Evaluation, create the Educator's Improvement Plan, and provide guidance. That meeting shall be held no later than the (10) school days prior to the end of the scheduled school year or prior to June 30th unless mutually agreed upon by both parties

18) **Educator Plans: Improvement Plan**

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.

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- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than sixty (60) school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins, provided both the Educator and Primary Evaluator agree to summer work.
- C) The Primary Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D) An Educator on an Improvement Plan shall be assigned at least one Secondary Evaluator (see definitions) if requested. The Secondary Evaluator is responsible for providing the Educator with additional guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator shall not be the sole Evaluator
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and it will detail the improvement goals to be met, the activities the Educator must take to improve, and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
- i) Within (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Primary Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Primary Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Association attend the meeting(s).
 - iii) If the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;

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- ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance and resources that the district will provide to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle Formative Assessment Report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator, which must include minimally the Primary Evaluator
 - vii) Include the signatures of the Educator and Primary Evaluator
 - viii) If there is no agreement on the contents of the plan, the Educator, with Association representation if desired, may submit the issue to the Superintendent for approval.
- H) A copy of the Summative Evaluation report for the Improvement Plan shall be provided to the Educator. The Educator may include a written response, which shall be attached to the plan and signed within (5) five school days. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document.
- I) Decision on the Educator’s status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of these decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Primary Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan
 - (b) If the Primary Evaluator determines that the Educator is making substantial progress toward proficiency, the Primary Evaluator shall place the Educator on a Directed Growth Plan
 - (c) If the Primary Evaluator determines that the Educator’s practice remains at the level of unsatisfactory, and the Improvement Plan is less than one (1) year, the Primary Evaluator shall recommend to the superintendent that the Educator be placed on another Improvement Plan, or be dismissed

- (d) If the Primary Evaluator determines that the Educator is not making substantial progress toward proficiency or remains at the level of unsatisfactory, the Primary Evaluator shall recommend to the superintendent that the Educator be dismissed.

19) **Timelines**

A. Developing Educator Plan (Non-PTS))

Activity:	Completed By:
Superintendent, principal, or designee meets with evaluators and educators to explain the evaluation process	<i>October 1</i>
Primary Evaluator meets with all Educators to assist in self-assessment and goal setting process within twenty (20) school days of the start of the Educator's employment if hired after September 15	October 1
Educator submits self-assessment and proposed goals to his/her Primary Evaluator within twenty (20) school days of the start of the Educator's employment if hired after September 15	October 1
Primary Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in the prior school year for year 2 & 3 Non-PTS Educators) or within thirty (30) school days of the start of their assignment in that school	October 15
Primary Evaluator and Educator meet and sign off on the agreed-upon Educator Plan	November 1
Primary or Secondary Evaluator will complete the first unannounced observation of each Educator	November 15
Year One Non-PTS only - Primary or Secondary Evaluator (will) complete first announced observation (30 minutes, minimum) of each Educator	January 15
Primary Evaluator completes mid-cycle Formative Assessment Reports for Educators	February 1
Primary Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15

Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired), or no fewer than ten (10) school days prior to Summative Evaluation Report date established by evaluator	May 15
Primary Evaluator completes Summative Evaluation Report	June 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	
Primary Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory; this meeting shall be held no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30th.	
Primary Evaluator meets with Educator whose ratings are proficient or exemplary at the request of Evaluator or Educator; this meeting shall be held no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30 th	
Educator signs a Summative Evaluation. The Educator may include a written response, which shall be attached to the plan and signed within (5) five school days. If the Educator declines to write a response the signature does not indicate agreement or disagreement with the contents of the document	No later than ten (10) school days prior to the end of the scheduled school year

B. Self-Directed Educator Plan (PTS - 2 years)

Activity:	Completed By:
Superintendent, principal, or designee meets with Evaluators and Educators to explain the evaluation process.	October 1
Primary Evaluator meets with all Educators to assist in self-assessment and goal setting process within twenty (20) school days of the start of the Educator’s employment if hired after September 15	October 1
Educator submits self-assessment and proposed goals to his/her Primary Evaluator within twenty (20) school days of the start of the Educator’s employment if hired after September 15	October 1
Primary Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year) or within thirty (30) school days of the start of their assignment in that school	October 15
Primary Evaluator and Educator meet and sign off on the agreed-upon Educator Plan	November 1
Evaluator completes unannounced observation(s) any time during the 2-year evaluation cycle	May 15 of each year
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) for Formative Evaluation Report	No fewer than ten (10) school days prior to Formative Evaluation Report date established by Evaluator
Primary Evaluator completes mid-cycle Formative Assessment Reports for Educator	No later than ten (10) school days prior to the end of the scheduled school year

Primary Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	No later than ten (10) school days prior to the end of the scheduled school year
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) for Summative Evaluation Report	No fewer than ten (10) school days prior to Summative Evaluation Report date established by evaluator
Primary Evaluator completes Summative Evaluation Report	No later than ten (10) school days prior to the end of the scheduled school year
Primary Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory; this meeting shall be held no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30th.	
Primary Evaluator meets with Educator whose ratings are proficient or exemplary at the request of Evaluator or Educator; this meeting shall be held no later than ten (10) school days prior to the end of the scheduled school year or prior to June 30th.	
Educator signs Summative Evaluation. The Educator may include a written response, which shall be attached to the evaluation and sign within (5) five school days. If the Educator declines to write a response, the signature does not indicate agreement or disagreement with the contents of the document.	No later than ten (10) school days prior to the end of the scheduled school year

C. PTS Educators on Directed Growth or Improvement PlanThe timeline for Educators on Plans of less than one year will be established in the Educator Plan.

20) Career Advancement

In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal’s decision is subject to review and approval by the superintendent.

21) General Provisions

A) Only the following who are licensed may serve as Primary Evaluators of Educators: District-wide Coordinators/Directors, Principals, and Assistant Principals, or those appointed by the superintendent.

B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents, or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint or secure assistance to support an Educator.

C) The superintendent shall ensure that Evaluators have initial and ongoing training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by DESE (35.03), and the evaluation Standards and Procedures established in this Agreement.

D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Primary Evaluator may attend any such meeting at the discretion of the superintendent. At the request of the Educator, an Association Representative shall attend any such meeting.

E) Changes to this document will be subject to the negotiation and ratification process.

F) Walkthroughs, Learning Walks, Instructional Rounds, and other like procedures by any other name (herein called "walkthroughs") are intended to gauge the overall climate, culture, and instruction within a school, program, or department and entail walking into multiple classrooms, usually for less than ten minutes. Observations from walkthroughs are used to talk about observed patterns and trends across classrooms. Walkthroughs are not observations for the sake of this evaluation system and do not result in feedback to individual educators. There are no limits on the number of walkthroughs that can be conducted, provided that all educators in a school shall have a similar number of such visits.

G) Violations of this article are subject to grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.

Classroom Teacher Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – is a critical component of the Massachusetts educator evaluation framework and is required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Teacher Rubric

Standards: Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.

Indicators: Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: Curriculum and Planning; Assessment; and Analysis. There are 17 Indicators in total for teachers.

Elements: The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.


Descriptors: Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary.

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to support the entire 5-step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists. DESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that may be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There is a variety of ways to emphasize these components throughout the evaluation cycle. For example, educators may focus more on high priority Indicators and/or elements during self-assessment, target them during goal setting or evidence collection, or all of the above. The expectation is that by the end

of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

Classroom Teacher Rubric insert PDFs after all changes

	<p>Plymouth Public Schools</p> <p>ADMINISTRATION BUILDING 11 LINCOLN STREET PLYMOUTH, MASSACHUSETTS 02360</p> <p>TELEPHONE (508) 830-4300 FAX (508) 746-1873 www.plymouth.k12.ma.us</p>
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FACULTY HANDBOOK SIGNATURE PAGE
(Please complete this form and return it to your building principal.)

I have received a copy of the Plymouth Public Schools Faculty Handbook and understand the information outlined in the handbook. If I leave the employ of the committee, it is my responsibility to return the handbook to my building principal.

Name (printed) _____

School Assignment _____

Signature _____

Date _____

Appendix C
Plymouth Public Schools
Professional Learning Communities – Meeting Record

Appendix C
Plymouth Public Schools
Professional Learning Communities - Meeting Record

Meeting Date:	/ /	
PLC Member Name:	Present?	
	Yes	No

Topic	Discussion Points	Decisions/Outcomes

Next steps/Ideas for next meeting:
