

Milton 
Public Schools

**2023-2024
STAFF
HANDBOOK**

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MILTON SCHOOL COMMITTEE MEMBERS

Dr. Elizabeth Carroll, Chair
Dr. Celina Miranda, Vice Chair
Beverly Ross Denny, Member
Mark Loring, Member
Bao Qiu, Member
Anna Varghese, Member

ADMINISTRATION

Dr. Peter Burrows, Superintendent
Dr. Garth McKinney, Assistant Superintendent
of Curriculum and Human Resources
Dr. Glenn Pavlicek, Assistant Superintendent of Finance and Operations

PRINCIPALS

Karen Cahill, Milton High School
Dr. William Fish, Pierce Middle School
Holly Concannon, Collicot Elementary
Dr. Jonathan Redden, Cunningham Elementary
Karen McDavitt, Glover Elementary
Dr. William B. Carter, Jr., Tucker Elementary

MILTON PUBLIC SCHOOLS
MILTON, MASSACHUSETTS

Central Administration Staff

Dr. Peter Burrows, Superintendent	617-696-4808
Charlene Roche, Executive Asst. to the Supt.	617-696-4808/09

Personnel & Curriculum

Dr. Garth McKinney Asst. Supt. for Personnel & Human Resources	617-696-4812
Laurie Dunn, Human Resource Specialist	617-696-4811

Business Office

Dr. Glenn Pavlicek Asst Supt. for Business Affairs	617-696-5041
Christopher Hayden Consolidated Facilities Director	617-898-4930
Maureen Kennedy Payroll Dept.	617-696-5040-ext. 5585
Gail Chase Accounting Dept.	617-696-5040-ext. 5587
Kimberly Golden Asst. to the Food Service Director	617-696-4470-ext. 5508
Lisa McDonough Budget Analyst	617-696-5040-ext. 5584

Special Education Department

Danielle Wetmore Director of Student Services	617-696-5040, ext. 5574
Andy Cavanagh Assistant Director of Student Services	617-696-5040, ext. 5521
Patty Lesenechal Administrative Assistant	617-696-5040, ext. 5572
Lynda Lee Sheridan Out of District Coordinator	617-696-5040, ext. 5545

SCHOOL LISTING

COLLICOT ELEMENTARY

Holly Concannon, Principal
Joanne Barker, Admin. Assistant
80 Edgehill Road
Milton, MA 02186
Phone: 617-696-4282

CUNNINGHAM ELEMENTARY

Dr. Jonathan Redden, Principal
Julie McGettrick, Admin. Assistant
44 Edgehill Road
Milton, MA 02186
Phone: 617-696-4285

GLOVER ELEMENTARY

Karen McDavitt, Principal
Deb Woods, Admin. Assistant
255 Canton Avenue
Milton, MA 02186
Phone: 617-696-4289

TUCKER ELEMENTARY

Dr. William B. Carter, Jr., Principal
Eileen Keaney, Admin. Assistant
187 Blue Hills Parkway
Milton, MA 02186
Phone: 617-696-4291

PIERCE MIDDLE SCHOOL

Dr. William Fish, Principal
Kristin Lesser, Admin. Assistant
Sandra Wyse, Admin. Assistant
451 Central Avenue
Milton, MA 02186
Phone: 617-696-4569

MILTON HIGH SCHOOL

Karen Cahill, Principal
Jennifer McCullough, Admin. Assistant
Tyler Urso, Admin. Assistant
25 Gile Road
Milton, MA 02186
Phone: 617-696-4470

**Milton Educators Association
Union Representatives**

MEA Officers

Brendan Bonn, President
Richard Guarino, Vice President
Kevin Fender, Treasurer
Shelagh Frossard, Secretary

Milton High School
Milton High School
Pierce Middle School
Milton High School

Representatives

Paul Damiani
Nancy Warn
Kacy Kallel
Danielle Huebner
Jim DeMagio
Barbara Perry
Allison Meleedy
Erin Powers
Colleen Martin
Laura McDermott
Christine Hogdkins
Marlene Mason
Amy Harris
Michelle Jensen
Nicole Davis
Daniela Ignani

Milton High School
Milton High School
Milton High School
Pierce Middle School
Glover Elementary School
Collicot Elementary School
Collicot Elementary School
Collicot Elementary School
Cunningham Elementary
Cunningham Elementary
Tucker Elementary School
Tucker Elementary

Unit B

Brian Selig
Zeina Hamada

Unit D

Kathleen Dimanno
Eleanor Jones

ANTI-DISCRIMINATION STATEMENT

The Milton School System conducts its programs and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, M.G.L. c76, s.5, and the Americans with Disabilities Act. It is the policy of the Milton Public Schools not to discriminate and not to allow discrimination or harassment on the basis of sex, race, color, gender identity, sexual orientation, age, religion, national origin, handicap, disability, genetic information, marital status or any other legally prohibited basis in any of its activities.

This policy also ensures that students should be free from retaliation and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations, including prosecution against sexual harassment, should immediately bring the complaint to the attention of the administration of the Milton Public Schools who will conduct a prompt and thorough investigation into the charges. In the event that the charges are substantiated, the administration will take appropriate disciplinary action.

EQUAL EMPLOYMENT OPPORTUNITY

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

The Milton Public School system is an equal opportunity employer. In addition to federal law requirements, the Milton Public School system complies with the applicable state and local laws governing nondiscrimination in employment in every location in which the District has facilities. We will not discriminate and will take affirmative action measures to ensure against discrimination in all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, lay off, recall, transfer, leaves of absence, compensation and training. The Milton Public Schools expressly prohibit any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity, gender expression, gender conformity, gender variance, gender transition, transgender status, national origin, age, genetic information, disability or veteran status. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Garth McKinney, Assistant Superintendent of Curriculum and Human Resources, 25 Gile Road, Milton, MA 02186. Phone: 617-696-4812.

**CORE VALUES OF THE
MILTON PUBLIC SCHOOLS**

- HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS
- EXCELLENCE IN THE CLASSROOM
- COLLABORATIVE RELATIONSHIPS AND COMMUNICATION
- RESPECT FOR HUMAN DIFFERENCES
- RISK-TAKING AND INNOVATION FOR EDUCATION

BUS REGULATIONS

1. Eligible students may ride to and from school free of charge.
2. No elementary school student who is eligible to ride a bus should be detained after school to the point he/she misses his/her bus, unless the parent/guardian is informed in advance and unless arrangements are made with the parent/guardian to transport the student by means other than a bus.
3. All teachers should use every opportunity to stress bus safety.
4. No teacher has the authority to prohibit a student from riding a school bus.
5. A student's right to ride a bus may be revoked only by a Principal or their assistant acting in that capacity and only after both the student and his/her parent/guardian have been given prior warning that a further bus offense might result in the revocation of his/her right to ride except in emergencies.

PARKING OF CARS – REGULATIONS

Milton High School

Faculty members are allowed to park in any designated parking area. All driveways and approaches to the building must be kept clear of vehicles.

Pierce Middle School

Parking is available in the following locations: Front Parking Lot, Back Parking Lot, Lincoln Street Parking Lot and Kelly Field Parking Lot (if necessary). Parking is prohibited on Brook Road, Central Avenue and Clapp Street. Additionally, please do not park in any of the handicapped parking spaces or the four (4) “visitors parking spaces”.

Elementary Schools

Driveways and walkways must be free of vehicles, except for certain approved areas.

OPENING EXERCISES

According to Massachusetts General Laws Chapter 71, Section 69, “A flag shall be displayed in each assembly hall or other room in each schoolhouse where the opening exercises on each school day are held. Each teacher at the commencement of the firsts class of each day in all grades in all public schools shall lead the class in a group recitation of the “Pledge of Allegiance to the Flag.” A flag shall be displayed in each classroom in each such schoolhouse. Failure for a period of five consecutive days by the principal or teacher in charge of a school equipped as aforesaid to display the flag as above required, or failure for a period of two consecutive weeks by a teacher to salute the flag and recite said pledge as aforesaid, or to cause the pupils under his charge so to do, shall be punished for every such period by a fine of not more than five dollars. Failure of the committee to equip a school as herein provided shall subject the members thereof to a like penalty.”

PROGRESS REPORTS

At the high school and middle school levels, all grades for all classes are available for review by both students and parents via the PowerSchool portal.

Weekly Progress Reports: At the middle school level, parents/guardians may request weekly progress reports when other supports have failed to improve a student's performance. Weekly progress reports will be emailed home by the guidance counselor each week for a six week period.

Standards-based report cards were adopted by the Milton Public Schools for the elementary level in 2017 in order to provide parents/guardians with more detailed information about what their children know and are able to do.

Educators will keep regular communication with families regarding general curriculum and student progress. Elementary standards-based report cards will be distributed three times per year.

REPORT CARDS

No report card is to be changed unless the following steps are taken:

1. No request for a change of grade shall originate with a Principal or a Department Head, except in instances where the latter is also the teacher.
2. A written request to change the grade must be given by the teacher to the Department Head. The Department Head must investigate thoroughly the circumstances prompting the request.
3. The Department Head shall then present the request to the Principal of the school.
4. Any change in the grade shall be made only after joint consideration by the teacher involved, the Department Head, and the Principal, and only after a full report in writing has been submitted to the Superintendent of Schools.

RELIGIOUS AND CULTURAL HOLIDAYS

The annual [calendar](#) for the Milton Public Schools includes a list of religious and cultural holidays which should be taken into consideration when planning tests and major assignments.

DISCIPLINE OF STUDENTS

Chapter 71, Section 37H of the Massachusetts General Laws gives school principals the authority to expel a student who is found in possession of a dangerous weapon or a controlled substance while on school premises or at school-sponsored or school-related events, including athletic games, or who assaults educational staff, including a principal, assistant principal, teacher or teacher's aide while on school premises or at school-sponsored or school-related events, including athletic games.

Chapter 71, Section 37H $\frac{1}{2}$ of the Massachusetts General Laws gives school principals or designee the authority to suspend a student if the student is charged with a felony and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Chapter 71, Section 37H $\frac{1}{2}$ of the Massachusetts General Laws also gives school principals or designee the authority to expel a student if a student is convicted of, is adjudicated of, or admits in court to a felony and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Chapter 71, Section 37H $\frac{3}{4}$ of the Massachusetts General Laws gives school principals or designee the authority to suspend students for other misconduct after certain due process procedures are followed.

Please note that the principals' authority under these provisions may be limited by state and federal special education law.

PRINCIPALS, DEPARTMENT HEADS, TEACHERS, COORDINATORS AND DIRECTORS

(Bulletins and notices should be kept on file by all personnel)

RESPONSIBILITIES OF DEPARTMENT HEADS AND DIRECTORS

- Shall be responsible for the preparation of the annual budget for his/her department.
- Shall be responsible for the continuing improvement of instruction within his/her department.
- Shall be responsible for the evaluations of all staff assigned to him/her in accordance with the Milton Educator Evaluation System.
- Shall be responsible for the selection of curriculum materials to be used within his/her department and for approval by the Superintendent or her designee of all new textbooks.
- Shall be responsible for the assignment and supervision of student teachers.
- Shall be responsible for enforcing school and administrative policies and regulations for students and teachers within his/her department.
- Shall be responsible for holding regular department meetings and for submitting copies of the reports of said meetings to the Assistant Superintendent for Curriculum and to the building Principals.
- Shall be responsible for submitting through the building Principals requests for maintenance and repairs to equipment and facilities.
- Shall be responsible for the development of evaluation and implementation procedures for courses taught within the department and for ensuring course alignment with the Department of Elementary and Secondary Education Common Core of Learning and Frameworks.
- Shall be responsible for interviewing candidates for teaching positions and recommending highly qualified candidates to Principals.
- Shall be responsible for development of teaching assignments in his/her department in conjunction with building Principals.
- Shall have input for approval or disapproval of student course changes within his/her department with final approval or disapproval resting with the building Principals or designee.
- Shall be responsible for carrying out any other duties assigned by the Assistant Superintendent for Curriculum and Human Resources or by the building Principals.

ATTENDANCE AT MEETINGS

Principal Meetings

All faculty members are expected to attend all Principal meetings.

The Principal shall provide reasonable advance notice of his/her meeting so coaches and teachers with after-school assignments can make arrangements to attend these meetings.

Department Heads/Directors Meetings

All department members are expected to attend all Department Heads and/or Directors meetings.

It is incumbent upon Department Heads/Directors to give sufficient advance notice of their meetings so coaches and teachers with after-school assignments can make adequate provisions to attend these meetings.

PUNCTUALITY

It is the obligation of all personnel to be punctual. Individuals who are chronically tardy or absent impose an unfair burden on their fellow teachers, as well as on their Principals who must provide coverage for teachers' duties.

Principals must report all cases of chronic tardiness or absences to the Central Office.

ABSENCES OF TEACHERS AND OTHER PERSONNEL

Teachers and other school personnel who know that they will be absent because of sickness or an emergency situation should notify the Principal or designee of the school as soon as possible, preferably the day or night before school. Excessive tardiness must be reported. Records of attendance are kept for all personnel.

PERSONAL EMERGENCY LEAVE

Personal leave days are designed to provide an opportunity for teachers to accomplish a specific duty that cannot be fulfilled other than during the regular school day. In other words, they are intended to provide for emergency situations.

Except for very rare and occasional circumstances the need for a personal leave day usually is known in advance of the leave to be requested. Requests for personal leave days must be received by the Principal at least forty-eight (48) hours prior to the day of the requested leave and/or as specified in the terms of the applicable collective bargaining agreement.

CONFERENCES AND SPECIAL MEETINGS

Approval for conferences and related expenses must reflect the immediate goals and short-term needs of the school district.

TEACHER CERTIFICATION

All teaching positions are subject to the rules and regulations of the Milton School Committee, the rules and regulations of the Massachusetts Board of Education and the Massachusetts Department of Elementary and Secondary Education and the laws of the Commonwealth of Massachusetts. It is the responsibility of teachers to maintain their professional licensure.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There will be four (4) full days of professional development each school year, subject to the terms of any applicable collective bargaining agreement.

The District will plan and arrange for the provision of a range of professional development programs which will be offered through the system. These programs will be made available at a variety of times, such as, but not limited to, before school, after school and during school vacation periods. The initial professional development catalog and schedule will be published on or by October 1, February 1, and June 1.

The District will provide certificates of completion of professional development and the District will provide a Professional Development tracker to allow the storage and bundling of professional development hours.

Please refer to the Teachers' Contract - Article XXII regarding Professional Development and Educational Opportunities.

PROFESSIONAL IMPROVEMENT COMMITTEE

The Professional Improvement Committee is "comprised of three (3) representatives of Association and three (3) representatives of the Committee will continue to approve or disapprove the credits of the Teachers submitted for consideration in advancing to the Master's in the Field, B+15, M or B+30, M+30 or B+60, and M+45 or B+75 of the salary schedule."

PIC Committee membership 2023-2024: Dr. Garth McKinney, Dr. Glenn Pavlicek, Laurie Dunn, Annemarie Quinn (Elementary), Shelagh Frossard (Elementary), Jennifer Rhodes (Pierce MS), and Paul Damiani (Milton HS).

For the 2023-2024 school year, [PIC form 2](#) has been replaced with a Google form that will be sent out by your PIC representative. This form will be shared prior to October 15th and then again prior to January 15th.

PIC form 2 is now optional (replaced by the Google Form above). The expectation is that teachers take graduate level coursework from an accredited university and that the coursework relates to teaching content/subject matter, pedagogy or work that supports your role in the Milton Public Schools.

If you are not sure if a course will be accepted, you should submit [PIC form 1](#) by the dates listed on the form to your representative. Please make sure to get approval for any coursework that you are unsure of prior to paying and taking the course.

Once all coursework is complete you should provide the PIC with the following documentation:

1. A sealed copy of your transcript(s) delivered to your representative (Jenn Rhodes, Annemarie Quinn or Paul Damiani)
2. If your school does electronic transcripts, please request that they are sent directly to Garth McKinney at PICtranscripts@miltonps.org.

Paylane changes will happen immediately if transcripts are received and the PIC has approved the lane change by August 31st.

Since summer transcripts may not be ready by this date and lanes cannot be adjusted until transcripts are turned in, a second round of transcripts will be accepted by ***October 15th***. Assuming prior approval by the PIC, paperwork will be processed and lane changes will be reflected in the first paycheck of November. Teachers will also receive retroactive pay in the November check for September and October.

***Please see GUIDELINES FOR PROFESSIONAL IMPROVEMENT COMMITTEE (PIC) listed in directory**

COURSE CREDIT VOUCHERS

Each year we accept a number of student teachers from local colleges and universities. Most of these institutions reward the district by issuing a Course Credit Voucher good for free tuition in a three (3) semester hour course at that particular institution. These credit vouchers are issued to our teachers according to the following priority:

1. To the cooperating teacher who had the student teacher
2. To a teacher in that school at the same grade level, or in the same subject area
3. To any teacher in that school
4. To any teacher in the Milton Public Schools on a first-come, first-served basis

Each school will be notified when credit vouchers are available in the Central Office. Only written requests will be honored. Teachers who have not had a student teacher cannot be granted more than one (1) credit voucher per year, unless there are no other applicants for the available vouchers.

CLASS PREPARATION AND PLAN BOOKS

All teachers are to properly prepare and plan for their classes. A Plan Book will be kept by each teacher with at least three (3) days of detailed advance planning and one (1) week general advance planning clearly outlined. This Plan Book will be available for use by substitute teachers and will also be available to the Principal upon request and by Department Heads, Directors or Coordinators on class visitations and conferences. Also included in the Plan Book must be class lists and seating plans, titles of textbooks and/or teaching materials being used by the classes, copy of teacher's daily schedule, including supervisory obligations, and any other pertinent information deemed necessary by the Principal of the building.

RESPONSIBILITIES OF COACHES

1. In general terms, all coaches are responsible for the physical well-being and for the decorum of the players in their charge. They are first responsible to the Principals of their schools and then to the Director of Athletics. They are also responsible for carrying out the regulations governing athletics as may be set forth by either the Principals or the Directors.
2. Coaches, with the exception of those who must accompany an athletic team to a game away from home, are expected to be in their classrooms and available to students for the required minutes daily, with the exception of those days on which they have been assigned locker room supervision.
3. Head coaches should develop schedules for supervision in which responsibility for locker room supervision rotates daily among the head coach and his assistants. Head coaches are responsible for placing copies of this schedule in the hands of the school Principal and the Director of Athletics.

PROFESSIONAL STAFF PAY DATES FOR SCHOOL YEAR

<u>NUMBER</u>	<u>PAY DATES</u>
1	September 7, 2023
2	September 21, 2023
3	October 5, 2023
4	October 19, 2023
5	November 2, 2023
6	November 16, 2023
7	November 30, 2023
8	December 14, 2023
9	December 28, 2023
10	January 11, 2024
11	January 25, 2025 ⁴
12	February 8, 2024
13	February 22, 2024
14	March 7, 2024
15	March 21, 2024
16	April 4, 2024
17	April 18, 2024
18	May 2, 2024
19	May 16, 2024
20	May 30, 2024
21	June 13, 2024

TAX SHELTERED ANNUITIES

In September and March of each year you will receive information via your Milton Public School email account from our Payroll Department regarding open enrollment for Tax Sheltered Annuities (“403(b) Accounts”). 403(b) Accounts are the public sector equivalent of a 401(k) plan. All important information regarding 403(b) Accounts (links, deadlines for application, contact information for Third Party Administrator, etc.) will be contained in this email.

SUBSTITUTE TEACHERS

Central Office must be notified when a substitute teacher is employed and when a substitute teacher completes his/her assignment.

ONLY THOSE SUBSTITUTE TEACHERS ON THE APPROVED LIST ISSUED FROM THE CENTRAL OFFICE MAY BE EMPLOYED.

CONTRACT DATES

September 8, 2023	Return Sick Leave Bank Form
September 22, 2023	Deadline for 403(b) Accounts/Account Changes
October 1, 2023	Deadline for Announcing Retirement in order to receive Sick Leave Buy Back for the following July 1st
October 1, 2023	Applications for Lead Teacher and Curriculum Teacher (N.B. Although no positions are funded at this time, applications may be submitted for the future)
October 15, 2023	PIC forms due: course credit and lane change for September, 2024
December 15, 2023	Deadline for Sabbatical Leave request
January 15, 2024	Deadline for declaration of longevity payment
January 15, 2024	PIC forms are due for September, 2024
March 1, 2024	Applications due for Additional Teaching Load
March 15, 2024	Deadline for notification of intent to return from year leave of absence
March 24, 2024	Deadline for 403(b) Accounts/Account Changes
May 15, 2024	PIC forms are due - course approval only

Milton Public Schools Educators Evaluation System Timeline – 2023-2024

<p>Superintendent, principal, or designee meets with Evaluators and Educators to explain evaluation process. (By September 20, 2023)</p>	<p>By Wednesday of the third week of school</p>
<p>Evaluator meets with first-year Educators to assist in self assessment and goal setting process. Educator submits self-assessment and proposed goals (By October 11, 2023)</p>	<p>Wednesday after Columbus Day</p>
<p>Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plans may be established at Summative Evaluation Report meeting in prior school year) (By October 25, 2023)</p>	<p>Two weeks after submission of Self Assessment and Goals</p>
<p>Submit Educator Plan (By November 1, 2023)</p>	<p>First Wednesday in November</p>
<p>Evaluator Signs Educator Plan (By November 8, 2023)</p>	<p>Second Wednesday in November* <i>* If it is Veteran's Day, the second Thursday of November</i></p>
<p>Evaluator shall complete first observation of each Educator (By November 15, 2023)</p>	<p>Third week of November</p>
<p align="center">For Educators on 1-year Plans AND Educators on 2-year Plans in their <u>2nd</u> Year</p>	
<p>Educator submits evidence for Standards III and IV, professional growth, progress on goals (and other standards, if desired) <i>[Educators on 1-year plans only.]</i> (By January 17, 2024)</p>	<p>Wednesday after Martin Luther King Jr. Day</p>

<p>Evaluator shall complete mid-cycle <u>Formative Assessment Reports</u> for Educators on one-year Educator Plans <i>[For educators on 1-year plans only.]</i> (By February 28, 2024)</p>	<p>Wednesday after February Vacation</p>
<p>Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator (By March 13, 2024)</p>	<p>By the second Wednesday in March</p>
<p>Educator submits evidence for Standards III and IV, professional growth, progress on goals (and other standards, if desired) <i>[Educators on 1-year plans AND educators in their 2nd year of a 2-year plan.]</i> (By April 24, 2024)</p>	<p>Wednesday after April Vacation</p>
<p>Evaluator completes <u>Summative Evaluation Report</u> <i>[For educators on 1-year plans AND educators in their 2nd year of a 2-year plan.]</i> (By May 22, 2024)</p>	<p>Fourth Wednesday in May</p>
<p>Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory (June 5, 2024)</p>	<p>Within two weeks of getting report</p>
<p>Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator (June 12, 2024)</p>	<p>Within three weeks of getting report</p>
<p>Educator signs Summative Evaluation Report and adds response if desired. (By June 21, 2024)</p>	<p>Friday of last full week of school</p>

For Educators on 2-year Plans in their <u>1st</u> Year	
<p>Educator submits evidence for Standards III and IV, professional growth, progress on goals (and other standards, if desired)</p> <p><i>[Educators in the 1st year of a 2-year plan only.]</i> [By May 1, 2024)</p>	<p>First Wednesday of May</p>
<p>Evaluator completes <i>Formative Evaluation Reports</i> for educators in the 1st year of a 2-year plan.</p> <p><i>[For educators in 1st year of 2-year plan only.]</i> (By June 5, 2024)</p>	<p>First Wednesday of June</p>
<p>Evaluator conducts Formative Evaluation Meeting, if any (By June 21, 2024)</p>	<p>Friday of last full week of school</p>

SCHOOL COMMITTEE POLICIES:

All employees have a responsibility to familiarize themselves with and abide by the laws of the Commonwealth as these affect their work, the policies of the School Committee, and the regulations designed to implement them. A list of Important School Committee Policies and Notices is included at the end of this Handbook; however, this list is not all-inclusive, and employees are responsible for complying with all policies adopted by the School Committee. Please contact the Central Office if you would like copies of any School Committee policy. School Committee policies can also be found on our website under the School Committee tab.

Purchasing Policies

All purchases must have the prior approval of the Central Office of the Milton Public Schools. Purchases of school supplies at an individual's expense are not approved as official expenditures of the public schools and will not be honored. The requisitioning of school supplies, repairs, and capital outlay not included in the school budget will not be approved.

Requisitioning of Supplies

All schools have been supplied with the necessary materials for the beginning of the school year including custodial supplies. (There may be some materials that have not yet arrived.) Principals may request to supplement these materials for these necessary items which include: custodial supplies, classroom supplies, textbooks, art supplies, etc.

Gifts

The Milton Public Schools follow the guidelines issued by the [State Ethics Commission](#) with regard to gifts to teachers and staff.

School Notices

Each school sends notices or communications to their families/staff electronically and/or via regular mail. All other notices should receive the approval of the Superintendent of Schools before being released. Principals should retain a copy of any notice sent from his/her school.

Student Book Purchases

No student shall be required to purchase books, periodicals, or any materials used in any course, nor shall any student be penalized for failure to acquire these materials.

Advertising, Sales, Collections, and Distributions

No subscriptions, collections, or distribution of articles, pamphlets, or material of any description shall be allowed in the public schools, except with the authority of the Superintendent and in the manner approved by the Superintendent's office. No materials containing advertising or solicitations may be distributed. No employee of the Milton Public Schools may use the schools or the students to advertise or to promote any non-school sponsored activity from which the employee may receive a financial gain in any form. No employee may use any school resources for personal use or non-school sponsored activity.

Field Trips

Teachers may submit field trip requests to each Principal in the spring. All trips shall be determined by the Principal to have educational value, and every effort will be made to avoid duplication of trips.

“Field trips” are activities held during school hours, and in which all students are to participate as part of the curriculum. “Excursions” are activities that are considered extra-curricular, and are conducted after school hours. “Exchange programs” may either be part of the curriculum or extra-curricular. They may involve travel or visits conducted both during and after school hours and on non-school days. No student will be denied the opportunity to participate in a field trip because of inability to pay. If scholarship monies are not available, the field trip will not be taken.

Excursions and exchange programs are voluntary activities. Therefore, information and experience gained by students in these programs must not be required of students not participating. There is no limit placed on the cost of excursions; however, the principals involved shall ensure that the costs/fees are reasonable. Exchange programs are limited to secondary students (i.e., students in grades 7 through 12).

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips to ensure that all reasonable steps are taken to protect the participants. Parental permission must be obtained in writing for their children’s participation in any field trip, excursion, or exchange program.

Depending on the nature of the activity, the principal and/or teacher involved may require a dress code and special code of conduct for a field trip, excursion, or exchange program. These regulations must be reasonable in nature, and must reflect the nature of the activity. Parents/guardians will be notified in writing of any such regulations.

See School Committee [Policy IJOA](#)

MASSACHUSETTS GENERAL LAWS: Protection and Care of Children

The Law's Intent- M.G.L. c. 119, § 51A

The intent of the law is to protect children from neglect and abuse by requiring professional adults working with children to report suspected cases.

A. **Who must report (“mandatory reporters”):**

Teachers, school attendance officers, educational administrators, psychologists, guidance or adjustment counselors, family counselors, social workers, nurses, and anyone else paid to work with a child.*

Penalty for failure to report: fine of up to \$1,000 for general violations of provision; fine of up to \$5,000 or imprisonment for willful failure to report abuse or neglect that results in serious bodily injury or death to a child.

* Please note that while District volunteers are not mandatory reporters, they may also report suspected child abuse or neglect as set forth below.

B. **Standard for mandatory reporters:**

Where, in your professional capacity you have reasonable cause to believe that a child under the age of eighteen (18) is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth; (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233 of the Massachusetts General Laws.

C. **When to file:**

If a mandatory reporter has reasonable cause to believe that a child under the age of eighteen (18) is suffering physical or emotional injury resulting from abuse and/or neglect as identified in Paragraph B above, such mandatory reporter shall immediately communicate with the Department of Children and Families (“DCF”) orally, and within 48 hours, shall file a written report with DCF detailing the suspected abuse or neglect. In lieu of contacting DCF directly, District personnel may also notify the District designated agent as set forth below.

D. **How to Report:**

A mandated reporter shall file a written report with DCF within 48 hours of suspected abuse and/or neglect. In lieu of filing a written report directly with DCF, a mandatory reporter may instead notify the Principal, who shall be responsible for notifying DCF. If a mandatory reporter makes his/her report of suspected abuse and/or neglect to the Principal, it will then be the Principal's responsibility to file a 51A report with DCF. Principals will also be responsible for sharing this information and reporting protocol with building staff and for encouraging staff members to report concerns to them.

Mandatory reporters may, in addition to filing a report with DCF or the Milton Public Schools designated agent, contact local law enforcement authorities or the child advocate about the suspected abuse and/or neglect.

No mandatory reporter shall be liable in any civil or criminal action for filing a report or contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect.

E. **Mandatory Reporter Training and Education**

A mandated reporter who is professionally licensed in Massachusetts must receive training on recognizing and reporting suspected child abuse and neglect. This requirement applies to teachers and administrators licensed by the Department of Elementary and Secondary Education, as well as school psychologists, nurses, and other clinicians licensed by the Commonwealth.

Additionally, the District has a responsibility under M.G.L. c. 71, § 37L to provide information about child abuse and neglect reporting requirements to staff who are mandatory reporters.

For further information, please refer to the following statutes and publications, which are available in the Principal's Office:

- Massachusetts General Laws Chapter 119, Sections 51A and 51B
- Department of Elementary and Secondary Education and Department of Children and Families "Joint Advisory Regarding School District Officials' Duty to Report Suspected Child Abuse and Neglect" issued August 20, 2010
- Department of Children and Families "A Mandated Reporter's Guide to Child Abuse and Neglect Reporting"

Milton Public Schools Emergency Response

1. Guidelines specific to the response to an emergency when the nurse is available or unavailable for the Milton Public Schools are to be distributed and reviewed with school personnel at the start of the school year.
2. Emergency telephone procedures are to be posted near every telephone in the school building with emergency telephone numbers.
3. Every student and all school personnel have an up to date emergency contact card at the start of every school year. One (1) set will be maintained in the school's main office and a second set will be kept in the school health office.
4. Guidelines specific to universal precautions will be provided to school personnel at the start of every school year.
5. Special health care needs of individual students will be identified by the school nurse through collaboration with parent/guardian and primary care provider (if appropriate). Individual Health Care Plan will be distributed to appropriate school personnel by the school nurse.
6. The school nurse will maintain first-aid equipment and supplies.
7. An in-service will be conducted at the start of every school year for school personnel to review the MPS Emergency Response.
8. The school nurse will be responsible for maintaining medical information on individual students and following up on all emergencies at school.

Milton Public Schools Basic Guidelines for Emergency Situations

The following guidelines are intended to provide school personnel with the necessary understanding to administer first aid in an emergency situation.

First aid is the immediate and temporary care given in case of accident or sudden illness to prevent further injury and save life until medical services can be obtained.

Good Samaritan Law: the purpose of the law is to encourage help in an emergency situation by protecting an individual from liability when providing care. The law states that any person who provides CPR/first-aid in good faith to another individual in an emergency is protected from civil liability by state law. MG.L. c. 71, § 55A.

Emergency situations are classified into two major categories:

1. Life threatening-can cause death or disability within minutes, requires immediate intervention and medical attention. Anaphylaxis* is always a life threatening emergency.
2. Serious or potentially life threatening-situation that may result in permanent damage to the victim.

*Anaphylaxis is an allergic reaction that may be triggered by an insect bite, drug allergy, food allergy, or an unknown source. This generalized whole body allergic reaction requires immediate intervention, and prompt transportation to appropriate health care facility.

Signs and symptoms of anaphylaxis may include any or all of the following:

- skin -cold and clammy, itchy, hives, swelling of tongue and lips
- color -pale at first then mottled or bluish;
- respirations -change in voice due to swelling of larynx, feeling of fullness in throat, breathing may stop;
- pulse -rapid and weak;
- other -restlessness, headache, nausea, vomiting, loss of consciousness, swelling of eyelids

In the event of an emergency situation, the following procedure will be implemented by the school nurse or administrator in the absence of the nurse:

When a person is found seriously impaired/injured anywhere on the school premises, activate the emergency procedure as follows:

1. The staff member who encounters the individual should immediately contact the main office by intercom or sending the teacher from a connecting classroom for help. The office staff will immediately notify the school nurse and the school administrator and, if instructed by the first responder, call 911 and activate the Emergency Medical Service System.

NEVER LEAVE THE INJURED PERSON UNATTENDED. DO NOT MOVE THE VICTIM UNLESS REMAINING AT THAT LOCATION WOULD CAUSE FURTHER INJURY.

2. Send for help - call the school nurse to come to the location of the injured or seriously ill person. State the injured/ill person's name and what the emergency situation appears to be.
3. In the absence of the nurse, the principal or vice-principal will activate the Emergency Medical Service System.
4. The school nurse will direct the secretary/administrator to use the Emergency Telephone Procedure Form and call 911 after an assessment of illness or injury is established.
5. The school administrator will be responsible for designating a staff member to meet the ambulance and direct EMS personnel to the emergency area.
6. The school nurse will notify the parent or legal guardian that their child is being transported by ambulance to the hospital or emergency medical care. In the event the nurse cannot safely leave the injured person, the administrator will notify parent or guardian.
7. Do not delay calling EMS while awaiting the permission or arrival of a parent in cases of life threatening emergencies such as anaphylaxis. For a child with a known medical condition, follow the Individual Health Care Plan provided for that student.
8. Designated school personnel will accompany the ill/injured person in the ambulance to the hospital. A copy of the person's Emergency Contact Card and a copy of the front page of the student's health record and/or a copy of the student's Individual Health Care Plan will be given to EMS to be passed on to hospital personnel.
9. The school nurse or administrator will document the emergency situation using the Milton Public Schools accident form. Send the original to the Superintendent's office, keep a copy on file in the main office and attach a copy to the student's health record.

UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS

In our continuing efforts to provide a safe and healthful environment for the students and staff in our school system, we are providing you with information and materials on how to implement “universal precautions” in the case of a bleeding incident. Universal Precautions is an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infectious for HIV, HBV, and other bloodborne pathogens, (Bloodborne Pathogens Standard 29 CFR 1910, 1030(b) OSHA definitions.)

In dealing with a bleeding incident, always wear latex gloves while handling infectious or physically dangerous medical waste. Band-Aids and other dressings which are not saturated with blood as well as articles that are used for personal hygiene such as sanitary napkins or tampons should be handled with care. However, these articles are not considered dangerous medical waste and maybe disposed of as regular solid waste. Blood spills should be cleaned with a special bleach solution. The Milton custodial staff is trained in this matter.

IN THE CASE OF A BLEEDING INCIDENT:

1. Put on the pair of latex gloves provided in the ziplock baggie.
2. Attend the wound as needed, e.g., put on a band-aid.
3. When finished, place all blood stained dressings in the ziplock baggie.
4. Remove the gloves turning them inside out as you go, and place them in the baggie.
5. Ziplock the baggie and dispose of it in the barrel.
6. Call the custodian to clean off any blood stained surface.
7. Call the nurse for any further assistance.

If you have any questions, please ask the school nurse. Extra gloves will be left in the nurse’s office in each school.

NOTE: IN THE CASE OF SERIOUS BLEEDING INCIDENTS, CALL THE EMERGENCY MEDICAL HELP SYSTEM IMMEDIATELY.

EMERGENCY TELEPHONE PROCEDURE

Name: _____

1. Dial 911 and/or designated ambulance company.
2. State who you are: "I am a _____,
a nurse/teacher/para-professional in the _____ school."
3. State where you are:
School name: _____
Address: _____
City: _____
4. State what is wrong with the child.
5. Give specific directions (e.g., which school entrance should be used, location of child).
6. Don't hang up. Ask for the information to be repeated and provide any other necessary information. Hang up when all information has been received and is correct.
7. Notify:
 - a. School principal or school official in charge of the building at that time
 - b. School back-up personnel

State:

"Emergency plan for _____ is in effect."

"The student is located _____."

8. The school official will:
 - a. Meet the EMTs.
 - b. Direct EMTs to the emergency area.
 - c. Call parents and other necessary individuals (including primary care provider).
9. An adult should be designated to accompany the child in the ambulance.

Hospital that the child should be transported to: _____

GUIDELINES FOR PROFESSIONAL IMPROVEMENT

I. Graduate Credits:

1. All dates and time periods set forth in these guidelines will be adhered to strictly. Therefore, it is important to read the guidelines carefully and to meet all requirements concerning dates, prior approval and the time periods. Although prior approval is not required, it is recommended.
2. All courses taken for advanced credit must be graduate courses from an accredited college. Approval will be valid for two (2) years. If an individual has not started the course by this time it will be necessary to re-apply.
3. Except in cases of courses sponsored or sanctioned by the Milton Public Schools, teachers may be asked to provide a brief description detailing the relevance of this course to their duties. The statement must describe observable behaviors that will occur on the job and the educational benefits that will accrue to students.
4. Final determination of course approval and classification is at the discretion of the PIC.
5. Successful completion of a course shall mean a grade of "B" or better. However, up to one (1) "C" shall be acceptable in each salary category; i.e., M, M+30, etc.
6. No final credit will be granted for a completed course until an official transcript has been received by the PIC.
7. It will be at the discretion of the PIC to grant credits where a foreign transcript is involved. The PIC will grant credits for foreign study only after careful review of the individual course requirement. Upon request of the PIC, it will be incumbent upon an applicant to provide information to assist the PIC in determining the equivalency of grades and credits on a foreign transcript.

II. In-service / Curriculum / Travel/Other Credit:

1. A career limit of fifteen (15) in-service credits per individual may be applied for advancement across the salary lanes. Voluntary unpaid curriculum and/or professional development may be given in-service credit (1 credit for 15 clock hours) **with prior approval of the PIC**. It is recommended that the teacher consult with the appropriate department head, supervisor, etc. regarding curricula development. Special courses, including but not limited to, those sponsored by approved professional organizations will be acceptable.
2. A teacher must apply for travel credit prior to travel (overseas or in the United States). An itinerary must be written. Experience or travel must be applicable to the subject area. Credit shall be granted for experiences which result in increased student benefits. It is suggested that slides, films, tapes, etc., be donated to the department involved. The PIC will determine each case individually. A career limit of six (6) travel credits per individual may be applied for advancement across the salary lanes.

III. Applications:

1. Applications for approval of a course may be filed three (3) times within the school year on PIC Form -1: October 15th; January 15th; May 15th
2. Changes in salary lanes and the granting of an initial stipend for a doctorate are made only in September. The school system must make budgetary provisions well in advance for these anticipated changes by **January 15th of the calendar year in which the change is anticipated. PIC Form -2 must be completed for this change.** This notification gives the school system approximately eight (8) months' notice for planning purposes.
3. Exact data, including the year, must be put on the PIC Form-1. The course title on the transcript must be the same as the course title on PIC Form-1. All application forms submitted for consideration must include the original and two (2) copies.
4. A brief course description must accompany each application. The description should be that found in the college or university catalog. If the school catalog does not have a course description, a clear explanation of course subject matter must be given.
5. All teachers shall be notified within ten (10) school days after the PIC meeting of the disposition of their applications.

6. To receive credit and approval for a change in salary lane, **all regulations of the Guidelines for Professional Improvement must be followed.**

IV. Appeals:

1. An aggrieved applicant may appeal a decision of the PIC **within twenty (20) school days of the notification of the decision of the PIC.** Only one (1) appeal will be considered by the PIC and the decision of the committee shall be considered final and binding unless there is a tie vote.
2. Should a tie vote result from the reconsideration by the PIC, one (1) special appeal may be made to a panel. This panel shall consist of the Superintendent or his/her designee, the President of the Milton Educators Association or his/her designee and a mutually agreed upon third party. When appearing before the tripartite panel, the applicant may be represented by a party of his/her choosing, including but not limited to his/her Principal, Department Head, Director, or MEA Representative.
3. If a salary change is granted as a result of an appeal, it shall be retroactive.

PROFESSIONAL IMPROVEMENT (PIC FORM-2)
Deadlines for filing (PIC Form-2): October 15th; January 15th

Please note that PIC Form-2 has been updated to a [Google Form](#).

PROFESSIONAL IMPROVEMENT COMMITTEE (Lane Change Completion Form)

I, _____, have completed all coursework for the following lane: _____

Attached you will find:

1. An approved lane change form.
2. All approved coursework forms that total _____ credits for lane _____.
3. All official transcripts for the approved courses.

I have provided original transcripts to the business office to verify my completion of the coursework required for the lane change. I have retained a copy of all forms for my records and have provided a copy for the PIC chairperson.

Signature: _____

School: _____

Date: _____

IMPORTANT SCHOOL COMMITTEE POLICIES AND NOTICES

[POLICY AC, NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION](#)

[POLICY AC-R, PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION](#)[POLICY ACAB, SEXUAL HARASSMENT](#)

[POLICY ACAB, SEXUAL HARASSMENT](#)

[ACAB-R: GRIEVANCE PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX...](#)

[POLICY ACG, COMPLAINT PROCEDURE/RESOLUTION OF DISCRIMINATION](#)

[POLICY ACH - BULLYING PREVENTION POLICY](#)

[POLICY ADDA - BACKGROUND CHECKS](#)

[POLICY ADB-DRUG FREE SCHOOLS](#)

[POLICY ADC-TOBACCO FREE SCHOOL AND PROLONGED IDLING POLICY](#)

[POLICY EBC - EMERGENCY PLANS](#)

[POLICY ECAF - SECURITY CAMERA SYSTEM](#)

[POLICY GBEA-STAFF ETHICS/CONFLICT OF INTEREST](#)

[POLICY GBEB-STAFF CONDUCT](#)

[POLICY GBEBB-WHISTLEBLOWER POLICY](#)

[POLICY GBEBD-ONLINE FUNDRAISING AND SOLICITATIONS-CROWDFUNDING](#)

[POLICY GBEBBB-TEACHER STUDENT RELATIONS](#)

[POLICY GBEC-DRUG FREE WORKPLACE POLICY](#)

[POLICY IFC-DIVERSITY POLICY](#)

[POLICY IHAMA-TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS](#)

[POLICY IHAMA-R-PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION](#)

[POLICY IHAMD-WELLNESS POLICY](#)

[POLICY IHBHE, REMOTE LEARNING POLICY](#)

[POLICY IJND, ACCESS TO DIGITAL RESOURCES](#)

[POLICY IJNDA-VIDEO USAGE IN CLASSROOMS](#)

[POLICY IJNDB-INTERNET ACCEPTABLE USE POLICY](#)

[POLICY IJNDC-EMPOWERED DIGITAL USE POLICY](#)

[POLICY IJNDD-SOCIAL NETWORKING POLICY OF THE MILTON PUBLIC SCHOOLS](#)

[POLICY IJOA-FIELD TRIPS](#)

[POLICY JFAA-RESIDENCY POLICY](#)

[POLICY JFABE, EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN](#)

[POLICY JFABE, EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE](#)

[POLICY JH, STUDENT ABSENCES AND EXCUSES](#)

[POLICY JICH-ALCOHOL, TOBACCO AND DRUG USE BY STUDENTS PROHIBITED](#)

[POLICY JICK, HARASSMENT OF STUDENTS](#)

[POLICY JJI-PHILOSOPHY OF ATHLETICS](#)

[POLICY JJIF-ATHLETIC CONCUSSION POLICY](#)

[POLICY JKAA-RESTRAINT POLICY](#)

[POLICY JLC-STUDENT HEALTH SERVICES AND REQUIREMENTS](#)

[POLICY JLCB, IMMUNIZATION POLICY](#)

[POLICY JLCD, MILTON PUBLIC SCHOOLS INFECTIOUS DISEASE CONTROL](#)

[ADMINISTRATIVE GUIDELINE AND PROCEDURES](#)

[POLICY JLG-HOMELESS STUDENTS](#)

[POLICY KDD- News Media Relations/News Releases](#)

Other Important Notices:

[Notice of Pregnant Workers Fairness Act](#)

[Milton School Committee Resolution Affirming the Provision of Safe, Welcoming and Inclusive Schools for All Students Without Regard to Race, Religion, National Origin, or Immigration Status](#)

[Terms of Remote Learning](#)

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Milton School Committee and Milton Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Milton Public Schools.

Milton Public Schools does not exclude from participation, deny the benefits of Milton Public Schools from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging 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.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully considering, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Milton Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range

of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. c. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to hair texture, hair type, hair length and protective hairstyles.)

CROSS REF:

ACE, Non-Discrimination on the Basis of Disability

ACAB, Sexual Harassment

AC-R, Non-Discrimination Policy Including Harassment and Retaliation

GBA, Equal Employment Opportunity

IJ, Instructional Materials

JB, Equal Educational Opportunities

JICK, Harassment of Students

SOURCE: MASC August 2022

First Reading: September 21, 2022

Second Reading: October 12, 2022

PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION

The Milton Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred in a school program or activity, Milton Public Schools will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action. .

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the District or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, create a hostile educational or work environment.

“Title IX Sexual Harassment” (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s educational program or activity;
- Any instance of “sexual assault”, “dating violence”, “domestic violence”, or “stalking”, as those terms are defined by the Clergy Act (20 U.S.C 1092 (f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 1229 (a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Milton Public Schools Procedures for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Resources

The following individual is designated as the Title VI, Title IX, Sexual Harassment Coordinator and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Milton Public Schools, and can be reached at:

Dr. Garth McKinney
Assistant Superintendent of Curriculum and Human Resources
Milton Public Schools
25 Gile Road
Milton, MA 02186
617-696-4811

The following individual is designated as the District ADA and 504 Coordinator, and can be reached at:

Ms. Danielle Wetmore
Director of Student Services
Milton Public Schools
25 Gile Road
Milton, MA 02186
617-696-5040, x5574

Inquiries concerning the Milton Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Assistant Superintendent of Curriculum & Human Resources. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office of Civil rights, US Department of Education, 5 Post Office Box Square, 8th Floor, Ste 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

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ACE, Non-Discrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities
Title IX Sexual Harassment Grievance Procedure
Civil Rights Grievance Procedure

SOURCE: MASC August 2022

First Reading: September 21, 2022

Second Reading: October 12, 2022

SEXUAL HARASSMENT

The Milton School Committee and Milton Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Milton Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Schools must promptly respond to allegations of sexual harassment that are alleged to have occurred in the school's program or activities in a manner that is not deliberately indifferent (clearly unreasonable in light of the known circumstances).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;

- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

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

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. In accordance with Title IX, a complainant's wishes with respect to whether the school investigates an allegation of sexual harassment will 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. However, in certain cases sexual harassment of a student may constitute child abuse under Massachusetts law. The Milton Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Milton Public Schools will also report instances of harassment that may involve a crime to the Milton Police Department as appropriate.

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

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

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

NOTICE OF SEXUAL HARASSMENT

The Title IX regulations require a school district to respond promptly when the district has actual notice of sexual harassment in a manner that is not deliberately indifferent. School districts have actual notice when an allegation is made known to any school employee. Schools are required to investigate every formal Title IX complaint and respond meaningfully

to every known report of sexual harassment in order to stop any harassment; to remedy the effects of any harassment and to prevent future harassment.

Title IX requires that the District provide supportive measures to a complainant which are designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the District will implement remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption that respondent is not responsible throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through questions submitted to decision-maker subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence along with the opportunity to select an advisor of the party's choice who may be, but need not be, an attorney;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Parties must be provided notice of appeal rights;

Upon filing a formal complaint, the District must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard.

For additional information regarding due process protections under Title IX and the District's Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R).

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every formal Title IX sexual harassment complaint including the formal complaint, investigation, relevant evidence; decision-makers determination and any appeal. This could also include mediation, restorative justice, or other models of alternative dispute resolution. Additionally, schools must maintain records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Milton Public Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Milton Public Schools Title IX Coordinator:

Dr. Garth McKinney, Assistant Superintendent of Curriculum & Human Resources
25 Gile Road, Milton, MA 02186
(617) 696-4808
gmckinney@miltonps.org

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

The Complainant may also file a complaint with:

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

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021

First Reading: May 25, 2022

Second Reading and Approval: June 1, 2022

ACAB-R - Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy ACAB.

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, the Assistant Superintendent, located at 25 Gile Road, Milton, MA 02168, (617) 696-4812. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged by the victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

B. Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decision maker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the “Complainant”) to discuss the availability of supportive measures and consider the Complainant’s wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

“Supportive measures” are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to” no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

B. Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, 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.

C. Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan

III. Informal or Formal Resolution of Complaint

The District must offer the Complainant a formal resolution process and may offer an informal resolution process. If the District does not provide the option of informal resolution, the formal resolution process shall be followed.

A. Informal Resolution Process

If the District elects to offer an informal resolution process, such process shall be offered and implemented at the election of the Complainant and only after receipt of voluntary, informed, written consent of both the Complainant and the Respondent. The Complainant may elect informal resolution of a complaint at any time prior to a final determination by the decision maker. This may include conciliation and/or mediation by an individual trained to conduct such processes. At any time prior to agreeing to a resolution, either party has the right to withdraw from the informal resolution process and resume the formal complaint grievance process.

The District shall not offer an informal resolution process when a student alleges sexual harassment by staff.

B. Formal Resolution Process

The formal complaint process will comply with the grievance procedures outlined below.

IV. Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

- A. The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.
- B. Any interim supportive measures, as appropriate, will be offered to both parties.
- C. The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.
- D. During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.
- E. The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.
- F. During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- G. The investigator will make findings based on a preponderance of the evidence standard.
- H. The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.

- I. Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- J. Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decision maker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.
- K. The decision maker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).
- L. The decision maker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

V. **Disciplinary Action**

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

VI. Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds for discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

VII. Appeal Procedure

Both parties have the right to appeal the decision maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A. Was there any procedural irregularity with the investigation process?
- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

VIII. Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

COMPLAINT PROCEDURE
RESOLUTION OF DISCRIMINATION COMPLAINTS

It is the policy of the Milton Public Schools to provide a learning and working environment free from discrimination of any kind. Any alleged discriminatory practices within the scope of Section 504, Americans with Disabilities Act, Title VI or any other civil rights statute should be addressed through the following grievance procedure.

Definitions:

Grievance: A complaint alleging a violation of any policy, procedure, or practice which would be prohibited by Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1992 and other federal and state civil rights laws, rules and regulations.

Grievant(s): A student, parent, guardian or employee of the Milton Public Schools who submits a grievance.

Grievance Officer: The employee designated to coordinate the District's efforts to comply with equity regulations and facilitate processing of complaints. The Milton Public Schools has designated the Assistant Superintendent as the Grievance Officer. If the allegation involves the Assistant Superintendent, the Superintendent shall act as the Grievance Officer.

Day: A working day; the calculation of days in grievance processing shall exclude Saturdays, Sundays, and school holidays.

Basic Procedural Rights:

The Grievance Officer shall receive complaints and actively investigate the merit of complaints, and assist the parties in resolution of complaints. The Grievance Officer may be utilized as a resource by any party at any level of this procedure.

This procedure does not deny the right of the grievant to file formal complaints with other state and federal agencies or to seek private counsel for complaints alleging discrimination.

In most instances, parents or legal guardians should be part of the hearing and resolution process.

Intimidation, harassment or retaliation against any person filing a grievance or any person participating in the investigation or resolution of a grievance is a violation of law and constitutes the basis for filing a separate grievance.

If a grievance is taken to the Superintendent for a hearing, the parties shall have the right to representation at their own expense and to present witnesses and evidence.

It is the policy of the Milton Public Schools to process all grievances in a fair, expeditious and confidential manner to the extent possible.

Process:

Level I: Principal or immediate Supervisor (Informal and optional, may be bypassed by the grievant)

An informal meeting can solve many problems with the parties and the principal. An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective.

Level 2: Grievance Officer

If the complaint or issue is not resolved at Level I, the grievant may file a written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) be signed and dated by the grievant. The level 2 written grievance must be filed with the Officer within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

The Officer has authority to investigate all written grievances. If possible, the Officer will resolve the grievance. If the parties cannot agree on resolution, the Officer will prepare a written report of the investigation, which shall include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as found by the Officer.
3. A list of all witnesses interviewed and documents reviewed during the investigation.
4. A narrative describing attempts to resolve the grievance.
5. The Officer's conclusion as to whether the allegations in the grievance are meritorious. If the Officer believes the grievance as valid, the Officer will recommend appropriate action to the Superintendent.

The Officer will complete the investigation and file the report with the Superintendent within fifteen (15) school days after the receipt of the written grievance. The Officer will send a copy of the report to the grievant.

Level 3: Superintendent

If either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receipt of the Officer's report for a hearing before the Superintendent. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The Superintendent shall affirm, reverse, or modify the report of the Grievance Officer.

Other Options for Grievant

At any time during the process, a grievant may file a complaint with either of the following:

Massachusetts Department of Education
Program Quality Assurance
75 Pleasant Street
Malden, MA 02148

U.S. Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109

MILTON PUBLIC SCHOOLS

BULLYING PREVENTION

The Milton Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. It is the goal of the Milton School Committee and the Milton Public Schools to promote a learning atmosphere for students free from all forms of bullying and ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by the Milton Public Schools.

The Milton Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, gender, gender identity or expression, gender variance, gender conformity, gender transitioning, transgender status, age, homelessness or disability. The civil rights of all school community members are guaranteed by law. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The protection of those rights is of utmost importance and priority to our school district. Further, the Milton Public Schools will also not tolerate Retaliation (as defined below) against persons who take action consistent with this policy.

“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 him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

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

For the purpose of this policy, whenever the term bullying is used it is to denote both bullying and cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At school 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 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 District if the act or acts in question:

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

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, 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 plan shall apply to students and members of school staff, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors, and paraprofessionals. 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.

The bullying intervention plan will recognize that certain students may be more vulnerable to become a target of bullying and 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 District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

Reporting

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

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

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

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

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

On an annual basis, the District will report bullying incident data to the Department of Elementary and Secondary Education (DESE).

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged 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, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

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

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

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

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

When a determination is made that bullying has occurred, the school Principal will inform the parents/guardians of the victim about DESE's problem resolution system (administered through PQA) and the process for seeking assistance or filing a claim.

Disciplinary actions for students who have committed an act of bullying or Retaliation (as defined below) shall be in accordance with district disciplinary policies.

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

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

Retaliation

Retaliation is defined as any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation shall be prohibited.

Target Assistance

The District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

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

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

The District's plan will include provisions for informing parents/guardians about the bullying prevention curriculum as well as ways that parents/guardians can reinforce the curriculum at home. Parents/guardians will also be informed about the dynamics of bullying and online safety and cyber-bullying.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians.

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

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

The bullying prevention and intervention plan shall be posted on the District website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

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

An Act Relative to Bullying in Schools, Chapter 86 of the Acts of 2014

BACKGROUND CHECKS

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The school committee shall only obtain a fingerprint background check for current and prospective employees for whom the school committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the school committee shall review the results of the national criminal history check. The superintendent shall also obtain a state and national fingerprint background check for any individual, who regularly provides school related transportation to children. The school committee, superintendent or principal as appropriate may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the school committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available criminal offender record information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for noncriminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

Historical reference and/or comparison with future CHRI requests,
Dispute of the accuracy of the record
Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district. A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and, The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI. The following information will be recorded in the log:

- Subject Name
- Subject Date of Birth
- Date and Time of the dissemination
- Name of the individual to whom the information was provided
- Name of the agency for which the requestor works
- Contact information for the requestor, and
- The specific reason for the request

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the

employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, ‘Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their

designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)

[FBI Criminal Justice Information Services Security Policy
Procedure for correcting a criminal record](#)

[FAQ – Background Checks](#)

SOURCE: MASC 2014

NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.

DCJIS MODEL CORI POLICY

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, All district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of Cori outside this organization, including dissemination at the request of the subject.

ADB

DRUG-FREE SCHOOLS

The Milton Public School district is committed to providing a drug and alcohol free learning environment and workplace. Drug abuse and alcohol abuse at school or in connection with school-sponsored activities on or off school grounds threaten the health and safety of our students and our employees and adversely affect the educational mission of the school district. The use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful.

For these reasons, the unlawful manufacture, distribution, dispensation, possession or use of illicit drugs, alcohol or other controlled substances in the workplace, on school premises or as part of any school-sponsored activities is strictly prohibited. These standards of conduct are equally applicable to students and employees.

Details regarding consequences for violations of this policy can be found in student handbooks.

TOBACCO-FREE SCHOOL AND PROLONGED VEHICLE IDLING POLICY

1. Statement of Purpose:

The School Committee is committed to providing a tobacco-free and smoke-free environment for the health and well-being of the entire school community – students, staff, and visitors to its facilities. Education about the consequences of tobacco use is an integral part of the Milton Public Schools Health Curriculum. The use of tobacco products has a direct link to numerous health problems. The exhaust fumes from idling vehicles can also be harmful to health. Tobacco prevention and education play critical roles in establishing life-long, positive health habits. The purpose of this policy is to comply with the requirements of the Massachusetts General Laws, Chapter 71, Sections 2A and 37H. It is the intention of the School Committee to prohibit the use or distribution of tobacco products at all times whether or not school is in session within school buildings, on school grounds, on school buses or in other school vehicles, and at all school-sponsored activities in order to improve the health of students, all school personnel and visitors. Further, it is the intention of the School Committee to prohibit any school or personal vehicle from prolonged idling while on school property.

2. Definitions:

School: All school buildings that are a part of the Milton Public Schools.

School Grounds: Property owned or controlled by the Milton Public Schools, including but not limited to school buildings, structures, open space, playgrounds, sports or recreational facilities whether enclosed or not, vehicles owned or leased by the Milton Public Schools for the purpose of transporting students, school driveways, and school parking lots.

School Personnel: A person who performs services for the Milton Public Schools, including but not limited to administrators, teachers, teacher's aides, school counselors, coaches, assistant coaches, school nurses and therapists, cafeteria workers, administrative staff, janitorial staff, volunteers, interns, security guards.

School-sponsored Activity: An activity at least partially funded or controlled by the Milton Public Schools or the parent-teacher organization to which students are invited and which occurs on or off school grounds, such as, but not limited to, graduation, sporting events, work internships, job shadowing, dances, field trips or class picnic, etc.

Student: A person enrolled in the Milton Public Schools.

Tobacco cessation: An intervention program applied to treat tobacco addiction.

Tobacco Use: The inhaling, exhaling or consuming of any lit or unlit tobacco product or carrying of any lit tobacco product; also, the possession by a student on school grounds of a tobacco product.

Visitor: Any person on school grounds who is not a student or staff member. Examples include repair or delivery personnel, security personnel, presenters, consultants, students or staff from other schools, parents, outside facility users.

3. Tobacco Product Use Prohibited: No student, school personnel or visitor shall use a tobacco product at any time while on school grounds, on school buses or other school vehicles, or at a school-sponsored activity as defined herein.

4. Idling of Vehicles Restricted: Operators of school vehicles and personal vehicles are prohibited from any prolonged idling of said vehicles while on school grounds except when such idling is necessary to operate defrosting, heating or cooling equipment to ensure the health or safety of a driver or passengers. In addition, the Registry of Motor Vehicles shall notify all individuals certified and endorsed to be school bus drivers of their obligations under the law related to this policy.

5. Violations: Violations of this policy should be referred to a school administrator and will be addressed with the appropriate sanctions or remedies. Nothing contained herein shall operate to limit the authority of any person or the sanctions that may otherwise be imposed by law for violating this policy or the law.

6. Visitors: Announcers at all events will remind visitors that the Milton Public Schools is a tobacco-free environment and that schools are required by law to keep school premises tobacco free.

7. Severability: If any provision of this policy is declared invalid or unenforceable, the other provisions shall not be affected thereby, but shall continue in full force and effect.

8. Conflict with Other Policies, Laws or Regulations:

Notwithstanding the provisions of this policy, nothing in this policy shall be deemed to amend or repeal applicable fire, health or other laws or regulations so as to permit smoking in areas where it is prohibited by such fire, health or other laws or regulations.

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop in consultation with school nurses, school physicians, athletic coaches, trainers and local Emergency Medical Services agencies, an Emergency Medical Response Plan for each school in the district. Each plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR, first aid and Automated External Defibrillators (AED's) for all coaches, trainers, physical education teachers, nurses, principals and school secretaries.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

Plans shall be submitted to the DESE by September 1, 2012 and every three years thereafter. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SECURITY CAMERA SYSTEM POLICY

I – General

The Milton Public Schools seeks to promote and foster school safety and a safe and effective educational and work environment. School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

Pursuant to this policy, the Milton School Committee authorizes the use of interior and exterior security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property.

II - Camera Placement and Notification

MPS acknowledges that there exists an expectation of privacy in various locations within and on the MPS facilities including within the lavatories, changing rooms/locker rooms, and in the nurse's offices.

Internal and external security cameras shall be placed in public areas only such as hallways, athletic areas, large public gathering spaces, parking lots and public walkways where the potential for criminal activity is greatest (false fire alarm pulls, graffiti, vandalism, backpack and personal belonging theft, personal violence etc.).

Camera use is prohibited in any location where there is an expectation of privacy or in educator/administrative private offices, department offices, conference rooms, and staff lounges.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time.

III – Video Recordings: Oversight and Usage

The Superintendent or his/her expressly authorized designee shall oversee the security camera system.

Only the Superintendent, his/her designee, or building principal will decide when and if viewing of recorded footage needs to occur.

Only individuals authorized by the Superintendent or his/her designee, or building principal may view the surveillance recordings.

A memorandum of understanding shall be entered into between the Milton Police Department and the MPS regarding security recordings and their use by the Milton Police Department. Generally, the Superintendent, his/her designee, or building principal will grant permission for law enforcement to view video recordings to address a health or safety emergency, an ongoing investigation or complaint. If such permission is refused, a written report outlining the specifics of the situation and the reasoning behind the refusal will be submitted to the School Committee within one week. The district will comply with subpoenas or other court orders compelling access to recordings.

In non-exigent circumstances (false fire alarm pulls, graffiti, vandalism, backpack and personal belonging theft, etc.) security camera recordings will generally be viewed, retrospectively, within the school buildings, and by two administrators specifically designated by the Superintendent. A MEA and/or AFSCME union representative may be afforded an opportunity to review the recording contemporaneously with the administrators under appropriate circumstances. At the discretion of the Superintendent or his/her designee, law enforcement will be invited to review recordings of interest.

In exigent circumstances, such as a building lock down or shelter in place situation or when there are other circumstances that produce an immediate threat to life, limb, or safety of building occupants, security camera recordings may be accessed in real time by law enforcement at a location most convenient to the involved law enforcement agencies.

Video recordings shall only be used in the setting of a suspected crime or student disciplinary investigations.

Video recordings will not be used for the performance evaluation of staff.

Video recordings shall not be accompanied by audio recordings.

Surveillance system misuse shall be addressed on a case-by-case basis by the District.

IV - Record Keeping and Data Storage:

Recording logs shall be maintained including the following: the persons viewing the data, what event triggered the viewing, to the extent possible the specific time frame focused on, what was found on the recording, whether the data was copied or forwarded, and what consequences were imposed as a result of the recorded information.

Video recordings (with the exception of those segments that evidence a crime being committed or used in connection with student discipline) will be maintained for as long as there is sufficient storage space on the surveillance server or for a maximum of fourteen (14) months and then deleted. All such recordings shall be treated as confidential and shall not be

released to individuals or agencies outside of the District except through a lawfully issued subpoena, court order or as otherwise required by law.

Notification to the Superintendent or his/her designee shall take place for each duplication of data.

V - Destruction and/or Tampering with Surveillance Cameras

Any individual who tampers with or destroys a video surveillance camera or any part of the video surveillance system will be subject to appropriate disciplinary action as well as possible criminal charges.

GBEA

STAFF ETHICS/CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents/guardians, coworkers, and officials of the school district.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with their duties and responsibilities in the school district. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in outside employment of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to them.

Every two years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the municipal or district Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, where "immediate family" includes those persons who are specified in its definition under MGL Chapter 268A, Section 1, as well as any person residing in the same household as the employee, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

GBEB

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the Commonwealth as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the Milton Public Schools but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work;
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students;
3. Diligence in submitting required reports promptly at the times specified;
4. Care and protection of school property; and
5. Concern for and attention to their own and the Milton Public School's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

GBEBA

WHISTLEBLOWER POLICY

This policy is adopted pursuant to and in accordance with the Massachusetts Whistleblower Protection Act, Chapter 149, Section 185 of the Massachusetts General Laws, (the "Act") and is designed specifically to protect such conduct and provide such remedies as are set forth in the Act.

It is the policy of the Milton Public Schools:

- a. To encourage the reporting by its employees of improper governmental action taken by the Milton Public Schools administration or employees; and
- b. To protect the Milton Public Schools employees who have reported improper government action in accordance with this policy.
- c. The words "improper governmental action" in this policy mean an activity, policy or practice of the Milton School Department, or of another employer with whom the Milton Public Schools has a business relationship, that the employee reasonably believes is in violation of law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment.

The Milton Public Schools encourages the reporting of improper governmental action taken by any Milton Public Schools officers or employees, and the reporting of retaliatory actions for such reporting. The Milton Public Schools encourages initial reporting to the Milton Public Schools to allow for expeditious resolution of all such matters and to minimize any adverse impacts of the improper governmental action. This policy states the Milton Public Schools' procedures for reporting improper governmental action and for protecting employees against retaliatory actions.

Milton Public Schools employees who obtain knowledge of facts demonstrating improper governmental actions should raise the issue first with their supervisor or the Superintendent of Schools or his/her designee ("the School Superintendent/designee"). The employee shall submit a written report stating in detail the basis for the employee's belief that an improper governmental action has occurred.

In the case of an emergency, the employee may, orally or in writing, report the improper governmental action directly to a person or entity who is not the person's supervisor or the School Superintendent/designee. In all other cases, the employee must first follow the reporting procedure outlined above.

An employee is not required to comply with the above procedure if he/she:

- a. is reasonably certain that the activity, policy or practice is known to one or more supervisors of the employer and the situation is emergency in nature;
- b. reasonably fears physical harm as a result of the disclosure provided; or
- c. makes the disclosure to a public body for the purpose of providing evidence of what the employee reasonably believes to be a crime. The words "public body" in this context mean any federal, state or local judiciary, or any employee or member thereof, or any grand or petit jury; or any federal, state or local law enforcement agency, prosecutorial office, or police or peace officer.

Milton Public Schools employees who fail to make a good-faith attempt to follow this policy in reporting improper governmental action shall not receive the protections provided under this policy or the Act. Milton Public Schools employees who make false reports may be subject to applicable disciplinary procedures.

The supervisor or the School Superintendent/designee, as the case may be, shall take prompt action to assist the Milton Public Schools in properly investigating the report of improper governmental action. Milton Public Schools officials, administrators, supervisors, and employees involved in the investigation shall keep the identity of reporting employees confidential to the extent possible under the law, unless the employee authorizes the disclosure of his or her identity in writing. After an investigation has been completed, the employee reporting the improper governmental action shall be advised of the summary of the results of the investigation, except that personnel actions taken as a result of the investigation may be kept confidential.

Milton Public Schools officials, administrators, supervisors and employees are prohibited from taking retaliatory action against a Milton Public Schools employee because he or she has in good faith reported an improper governmental action in accordance with this policy; or provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into an improper governmental activity; or objects to, or refuses to participate in any improper governmental activity.

Employees who believe that they have been retaliated against for reporting an improper governmental action should advise in writing their supervisor or the School Superintendent/designee. Milton Public Schools officials, administrators and supervisors shall take appropriate action to investigate and address complaints of retaliation.

The School Superintendent/designee is responsible for implementing the School Department's policies and procedures: (1) for reporting improper governmental actions, and (2) for protecting employees against retaliatory actions. This includes insuring that this policy is permanently posted where all employees will have reasonable access to it and that this policy is made available to any employee upon request. The Milton School Department will, to the extent it considers practical, provide training and education on the Whistleblower Policy. The School Superintendent and supervisors are responsible for insuring that this policy is fully implemented within their areas of responsibility. Violations of this policy may result in appropriate disciplinary action, up to and including dismissal.

Any employee who is aggrieved by a violation of this policy shall have the applicable remedies available by law in addition to any remedies provided under this policy.

Nothing in this policy is intended to limit any other remedy which an employee may have under any other applicable law.

ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

Milton Public Schools employees shall comply with all of the following provisions relating to online fundraising activities and solicitations, including the use of crowdfunding services, for school-related purposes as well as with all other applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundMe, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

The Superintendent shall have final authority to approve any online fundraising activities by Milton Public Schools employees and shall determine and communicate to Building Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy. No employee shall post any fundraising solicitation or submit any proposal to a crowdfunding service except with prior written approval from the employee's Building Principal or, for central office employees, the Superintendent. If an employee's proposal is subsequently submitted and approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

Solicitations under this policy shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a solicitation must first secure the written consent of the student's parent or guardian and approval from the Building Principal or, for central office employees, the Superintendent.

Employees shall not use a crowdfunding service, or set up a solicitation in such a way, that they are asking for donations directly from people over whom they have authority, or with whom they have official dealings, including but not limited to parents of students in a teacher's classroom. For example, a teacher's solicitation may say "Classroom X needs tissues and crayons," but it should not be directed to parents who have shared email addresses with the teacher for purposes of communicating about their child.

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner, including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or funds solicited by the employee directly to the employee's school or to the school district. Employees must verify that the crowdfunding service's terms and conditions meet the Milton Public Schools' requirements for such solicitations. Items or proceeds sent directly to employees are considered gifts to the employee and may result in violation of state ethics laws.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, the employee responsible for such solicitation shall use all reasonable means to attempt to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all items and/or funds solicited and received through any solicitation shall become the property of the School Committee, and not of the individual employee who solicited the items or funds. The employee is prohibited from taking any such items or funds to another school or location without the Superintendent's written approval.

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TEACHER-STUDENT RELATIONS

The School Committee accepts the principle that the relationship between teacher and student should be one of cooperation, understanding, and mutual respect. As the director of learning experiences within the classroom and school environment, as well as within the community, the teacher is expected to exercise good interpersonal relationships with the students, to accept each as an individual, and to extend a feeling of friendship and respect to all.

This must be done exercising good and sound judgment and appropriate behavior. For example, teachers must not engage in conduct unbecoming a teacher or adult.

Taking a sincere and appropriate professional interest in an individual student can be commendable in appropriate circumstances, provided partiality and the appearance of partiality are avoided. The teacher who inspires, guides, and helps can have lasting influence on students throughout their lives. But such teacher-pupil friendships must be on a teacher-pupil basis.

Inappropriate and or excessive formal or informal social or other involvement with individual students and “pal-like” relationships give rise to concerns of excessive and inappropriate personal involvement and unethical conduct. Such conduct is not compatible with professional teacher ethics, and inappropriate teacher conduct shall not be condoned. Such conduct will result in appropriate disciplinary and / or other administrative action, including but not limited to suspension, administrative leave, demotion and termination. It is not the policy of the Town of Milton to have or permit such a custom, policy or practice.

As an example, and by no means the only prohibited conduct, teachers are specifically prohibited from taking students or being in the company of such students on day-trips, overnight or out-of-state school or non-school trips without the express written consent of parents/guardians. In all situations involving students, especially situations outside of the classroom or school environment, teachers must be aware of and respect, where appropriate, the desires and concerns of both parents and / or guardians of a student. Teachers must be cognizant of the role they play in society and how their presence at an event or activity may reflect on themselves, the Milton Public Schools and the teaching profession.

GBEC

DRUG-FREE WORKPLACE POLICY

The Milton Public School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

DIVERSITY

The Milton Public Schools values a respect for human differences, including race, cultural, or linguistic background, religion, gender, gender identity or expression, gender conformity, transgender status, gender variance, socioeconomic status, learning skills, physical disabilities, diversity of viewpoint, and so on. We seek to build upon those differences as potential strengths for the individual, and for our community. Our schools welcome and respect the ideas, culture and heritage of Milton's residents and of our staff, teachers and students.

The Milton Public Schools recognize that learning thrives in an atmosphere of open debate and a thoughtful exchange of views. We celebrate the diversity within our schools and our community. We believe that our students benefit significantly from contact with teachers and other educators who can serve as multicultural role models and thereby further contribute to our students' educational success.

Accordingly the Milton School Committee reaffirms the policy of the Milton Public Schools to strengthen recognition of the importance of diversity in the Milton Public Schools (i) by recognizing the importance of diversity, and acknowledging that it is an evolving and complex notion; (ii) by promoting a shared, thoughtful and sensitive understanding of diversity priorities among our administrative staff, teachers, students, parents and community; (iii) by seeking to link our diversity objectives to our organizational and educational structure, training and curriculum; (iv) by fostering a shared responsibility for constructive communication concerning diversity within the schools and our community and recognizing that change must often be achieved on multiple levels; (v) by acknowledging that our students (and our school system as a whole) will benefit greatly from contact with teachers and others who will serve as multicultural role models; (vi) by confirming that affording our students the widest possible interaction with staff of diverse backgrounds will immeasurably contribute to the success of our educational programs, and (vii) by expressing our intent to strive for the development of a staff which not only reflects the demographic composition of our school population but also reflects our community at large.

The Committee believes that the creation of a constructive dialogue with respect to diversity and education is an important goal, and should assist in identifying challenges in a manner which avoids conflict and encourages mutual understanding.

In implementing this policy, the Committee recognizes that Massachusetts and Federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, religion, ancestry, age, sex, affectional or sexual orientation, gender, gender identity or expression, gender conformity, transgender status, gender variance, disability, or marital status. As stated elsewhere in its policies, this Committee is committed to equal opportunity for all in its hiring policies and intends to continue to broaden and deepen its commitment to racial, ethnic and other forms of diversity by actively promoting the hiring of candidates of color. Accordingly, the administration of the Milton Public

Schools will continue to make every reasonable effort to hire part-time and full-time staff and teachers who reflect, understand, and are sensitive to this diversity within our schools.

Our formal plan for diversity and cultural competency is in our Strategic Plan. The Superintendent will report to the Committee on an annual basis and provide an update on the system's hiring efforts.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the Milton Public Schools shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the Milton Public Schools should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee. Further, parents of middle and high school athletes and other adults such as coaches, athletic directors, athletic trainers and school nurses will receive educational materials on the potential dangers of opioid use and misuse. The educational materials shall also be distributed in written form to all students participating in an extracurricular athletic activity prior to the commencement of their athletic seasons.

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

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Milton School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If curriculum change is planned during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment; and
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

**MILTON PUBLIC SCHOOLS
WELLNESS POLICY
June, 2022**

INTRODUCTION

The Milton Public Schools Wellness Policy is meant to actively promote the health and wellness of the school community.

In respect to students, we will support both their healthy development and readiness to learn. We recognize that by addressing the physical, social and emotional well-being of our students, that we will help them achieve academically and improve their life prospects.

We recognize that by promoting the health and wellness of school faculty and staff, we will improve morale and health and their ability to optimally contribute to the goals of the district.

GOALS

Our wellness goals will encompass:

- Fostering healthy nutrition habits and promotion of daily physical activity (i.e. exercise) of both students and faculty/staff
- Encouraging healthy student attitudes, decision-making, and responsible behaviors
- Providing life skills to guide students in their unique personal development and their efforts to mature socially, emotionally and ethically
- Linking students and parents/guardians to appropriate medical, behavioral, nutritional and physical health services
- Creating a supportive and safe school culture and physical environment

AREAS OF WELLNESS PROMOTION

In an effort to support these goals, the following areas of wellness promotion will guide the district:

1. Nutrition education
2. Food available on campus
3. Physical education
4. Physical activity before, during and after school
5. Health education and life skills for students and staff

6. Other school-based wellness activities

- a. Healthy and safe environment
- b. Social emotional well being
- c. Active transportation

1. Nutrition Education

Nutrition Education is recognized as an essential part of the comprehensive health education curriculum starting at the elementary level in order to foster lifelong healthy eating behaviors and to reduce the incidence of obesity. The Nutrition Education program will be reviewed on a regular basis within the context of Science, Health, Physical Education and Family and Consumer Science Curriculum. We commit to using the most updated nutritional information available for instruction.

2. Food Available on Campus

The Milton Public Schools recognizes that proper nutrition is related to students' physical well-being, growth, development and readiness to learn. Therefore, foods available on campus shall support and promote proper dietary habits, contributing to the student's health status and academic performance.

- All children shall have access to adequate and healthy meals on school days at reasonable prices. All meals will meet the USDA School meal nutrition standards.
- Free potable water is available by the cafeterias during meals.
- In addition to meals, all foods sold or offered comply with [Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools](#) and the USDA's Smart snacks nutritional standards, whichever is stricter.
- The Milton School System encourages the consumption of nutrient dense foods such as whole grains, fresh fruit, vegetables and dairy products. The Milton Food Service Program continually markets the breakfast and lunch program to all students.
- The USDA Smart Snacks in School standards build on healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day. All food and beverages made available at school stores and in the cafeteria from midnight the night before until 30 minutes following the end of the school day shall comply with Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools and the USDA's Smart Snacks nutritional standards, whichever is stricter.
- Soda and coffee shall not be sold or offered at any time in the school building to students. No food shall be allowed during the school day in the classroom with the exception of student's individual snacks from home.

- The school environment is safe, comfortable, pleasing and allows ample time and space for eating meals. Students should have a minimum of twenty minutes for lunch and a minimum of ten minutes for breakfast. All six schools offer breakfast 20 minutes before the start of the school day.
- All foods prepared on campus adhere to food safety and state sanitary code, Chapter X- Minimum Sanitation 105 CMR 590.000, standards for food establishments.
- Advertising messages in MPS shall be consistent and reinforce the objectives of the educational and nutritional environment goals of the school. Only marketing of those foods and beverages that may be sold on the school campus during the day shall be permitted in schools. Fundraisers that promote positive health behaviors such as non-food and nutritious food items, as well as extra-curricular activities that support physical activity shall be encouraged.

3. Physical Education

The MPS Physical Education Department (K-12) goal is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Quality physical education programs help to improve physical competencies, health-related fitness, self-responsibility, and foster enjoyment of physical activity for all students. The MPS Physical Education Department will provide students a curriculum that is approved by MPS and is aligned with MA DESE Frameworks and National Standards.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Physical education is an integral part of the total educational program from kindergarten through grade 12. Physical education contributes, primarily through movement experiences, to the total growth and development (including social and emotional skills) of all students. Student experiences are designed to meet the appropriate level of development and help students to become skillful movers who are physically fit. MPS shall provide opportunities for children to develop their potential for movement mastery in a variety of ways, not just within the context of games/activities. By challenging children to think, to operate creatively within limits of their own abilities, to solve problems collaboratively, to share thoughtfully, and show respect for self and consideration for others, our program provides a meaningful experience to the total education of the student.

- All physical education classes shall be taught by a highly qualified MA DESE licensed physical education teacher. All staff will adhere to MA DESE licensure requirements.

- Every MPS student, from kindergarten through 12th grade, shall receive regular, age-appropriate quality physical education. Physical Education classes will provide time for students to learn and practice skills and ongoing assessments will monitor student progress toward meeting grade level outcomes. Physical education shall provide safe and satisfying physical activity for all students, including those with special needs. Some special needs students (504, IEP) may require certain accommodations, where they participate in Physical Education class with an aide accompanying them. Other students may qualify for physical education in an Adapted Physical Education course (either testing into or out of APE by a licensed physical educator, physical therapist or occupational therapist) to be available at the elementary, middle and high school level. (Classes should be taught by a certified Adapted Physical Educator). Schools shall not use participation or non-participation in physical education classes or recess as a disciplinary consequence,
- Schools shall facilitate students' participation in physical education. The classes shall have students participating in physical activities that allow for moderate to vigorous intensity for at least 20 minutes during the allotted class period, in accordance with nationally recommended guidelines for overall health and cognitive benefits.
- Adequate professional development will be provided to teachers in order to sustain a quality physical education program and assess program effectiveness.
- Teachers will work collaboratively to provide consistency in teaching common learning objectives.
- Schools will strive to sustain an appropriate and safe student-teacher ratio.

4. Physical activity before, during and after school

Physical activity opportunities shall be offered to all students through appropriate and feasible before and after school enrichment programming through school-based and community collaboration.

- After-school programs shall include supervised, age-appropriate physical activities that appeal to a variety of interests.
- Schools shall ensure that students have adequate, appropriate space and safe, updated equipment to participate in structured physical education and activity.
- All MPS sport, exercise, fitness facilities and equipment on school grounds shall be regularly maintained to ensure safe use and operation by students and community members.
- Schools shall provide information to parents/guardians that includes, but is not limited to the school website, flyers and the principals' newsletter to help them promote and incorporate physical activity and healthy eating into their children's lives.
- Schools shall not use participation or non-participation in physical education classes or recess as a disciplinary consequence.
- Recess in each elementary school is structured so that the expectation is moderate to vigorous physical activity during free play and the play space is supervised by trained adults.

- Bike racks are available at all schools encouraging students to bike to school. School wide physical activity initiatives are encouraged (i.e. Walk/Bike to School Day)
- Physical activity will not be used or withheld as punishment.

5. Health Education and Life Skills

- MPS shall provide a planned, sequential health education curriculum to provide opportunities for students to acquire health literacy and life skills.
- At the Middle level (6-8), a life skills approach is taken to teaching students essentials of health education. Classes are taught by MA DESE licensed health educators. Units are taught using evidence-based curriculum.
- At the High School (9-12), students are required to take 4 years of health education to graduate. Classes are taught by MA DESE licensed health educators. Units are taught using evidence-based curriculum and encourage student engagement and reinforce self-awareness, responsibility in decision-making, problem solving, and peer resistance skills. Topics include substance abuse such as vaping education, and regular sex education. Any type of drug use is not permitted in the Milton Public School system.
- Offer opportunities to help with cessation counseling for substance abuse such as vaping.
- Staff Wellness- MPS shall strive to promote activities that help maintain and improve the physical and emotional health of staff. Information and activities shall focus on nutrition, exercise, overall health promotion, indoor air quality, and stress management.

6. Other School Based Activities

We will strive to meet quality standards for a Coordinated School Health approach as promoted by the U.S. Centers for Disease Control. These components include:

- a. **Healthy and Safe Environment-** The physical environment of school buildings and grounds are an important factor in the health and safety of students, staff, and visitors. School buildings and grounds will be designed and maintained to be free of physical and environmental health and safety hazards, and to promote learning. Additionally, students will feel welcomed, included, and safe from physical and emotional harm or abuse.

- b. **Social and Emotional Well-Being-** The MPS is dedicated to attending to the “Whole Child” within a “Whole School” environment. MPS works intentionally to support the emotional intelligence and social capabilities of its students, and to provide a school culture where every child feels appreciated, welcomed, supported and respected. The Youth Risk Behavior Survey, Youth Health Survey, or similar student health behavior assessment tool, will be administered every other year, at a minimum and made available to the public, at the high school level to address areas of concern and applaud areas of strength. This may be reflected in curricular and/or policy changes where necessary to provide the most current, best practices in health education that will address the areas of concern. A plan would be addressed upon updating the policy based on assessment results.
- c. **Active Transportation-**The MPS will strive to accommodate all students parents/guardians, and school staff by creating active transportation opportunities. It is the desire of the District to encourage principles that contribute to the safety, health, and quality of life of students by providing greater opportunities for pedestrian and bicycle trips, including the availability of bike racks, and via formal participation in the Massachusetts Department of Transportation’s Safe Routes to School program including but not limited to: safety training and ongoing walking/bicycling events.
- d. **Family and Community Partnerships-**There is a positive relationship between family involvement and student success. The MPS will encourage caregivers to be involved in their student’s learning and efficacy, and will provide families with the skills to be able to contribute to their children’s success in school. In addition, the schools will inform and engage community members, businesses and organizations as partners so as to provide expanded learning, social and physical wellness opportunities throughout the year.
- e. **Medical Services-** Milton Public Schools appreciates the critical relationship between health and academic success. School nurses and the athletic training staff play a vital role in assessing and promoting the health and safety of students. Using clinical knowledge and experience, they are also trained to handle many health conditions, and will do their best to ensure that students receive the medical and behavioral health care they need within the educational process. Each school will have a behavioral health team that meets weekly.
- f. **Nutrition-**MPS shall integrate programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors. The Milton Schools protect the privacy of students who qualify for free or reduced priced meals. Meal Charge Policy (information pertaining to free/reduced priced meals) can be found under the Milton Food Service [webpage](#) or the Milton School Committee webpage. All food service staff will be offered annual training in compliance with USDA professional standards.

COORDINATION

The School Committee will establish a Health and Wellness Advisory Subcommittee composed of School Committee members, families, teachers, administrators, community members and students to plan, implement, and improve wellness policies and practices with the Milton Public Schools. They will serve as an Advisory Subcommittee to the Superintendent and Milton School Committee. The Milton Public Schools shall conduct an assessment, at least once every three years, to determine compliance, progress, implementation, and the extent to which this Wellness Policy compares to other model school wellness policies. The policy and assessments will be located on the school Food Service webpage and School Committee policy webpage.

CONCLUSION

The Milton Public Schools will provide a comprehensive learning environment for developing and practicing lifelong healthy behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence the students and staff's understanding, beliefs, and habits as they relate to making healthy life choices.

REMOTE LEARNING

Remote learning may at times become an integral part of the Milton Public Schools Curriculum. The Administration shall develop internal policies and plans in accordance with this general policy.

I – Remote Learning

In the event of a district-specific need requiring the use of remote learning, the superintendent of schools may declare such an emergency and shall, as soon as possible, obtain the approval of the school committee,. The general district remote learning plan may be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by State and Federal government officials, the School Committee, or the Superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure of schools, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school and may deviate from in-person educational practices

The remote learning plan will, to the extent possible:

- Support the wellbeing of students
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency with a focus on those disparately affected by the crisis;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Ensure instruction in accordance with Individual Education Plans to the extent practicable as per pertinent DESE guidance if applicable;
- Identify high risk subgroups and dedicated targeted support during the extended closure ;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;

- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the Superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Leverage existing collaborative processes to ensure a degree of uniformity in lessons and educational focus.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
 - use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - equitable access to appropriate content for all students;
 - specific accommodations for students at high risk, including special education, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.

II – General:

Content produced for and/or accessed through the remote learning curriculum of the Milton Public Schools is the intellectual property of the Milton Public Schools. The duplication, recording, dissemination, or unauthorized alteration of this content is strictly prohibited. The Superintendent or their designee shall investigate any violations including but not limited to unauthorized use, dissemination, and alteration and refer the matter to law enforcement and/or discipline parties pursuant to the results of this investigation and in accordance with the Student Handbook and other district discipline policies as needed. Explicit acceptance of these terms as part of Student Handbook review by students and parents/guardians shall be required. Alternative arrangements shall be made for students and parents/guardians unwilling to accept these terms.

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus an administrative review of electronic files and communications. In addition, guidelines shall prohibit the utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data. All Milton Public School (“MPS” or “District”) staff are required to comply with the Children’s Online Privacy Protection Act (COPPA), Children's Internet Protection Act (CIPA) the Federal Educational Rights Privacy Act (FERPA) and all other applicable laws in receiving or sharing any personally identifiable student information, including but not limited to academic and demographic information. Failure to comply with this policy may result in disciplinary action.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and COPPA;
- Safety and security of minors when they are using e-mail, chat rooms, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Employees shall limit their use of personally identifiable student information, provided to them via various technology platforms, for educational and instructional purposes only. Employees shall refrain from sharing identifiable student data with any external parties who have not signed off on a privacy agreement with the district.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

IJNDA

VIDEO USAGE IN CLASSROOMS

This policy should be distributed annually to all professionals and clerical staff in each school building. It should also be distributed to teaching assistants. The signature of each person to whom this policy is given should be secured acknowledging receipt of the same.

It is the policy of Milton Public Schools to provide the following directions for video use in the education of students:

I. VIDEO USAGE

- A. Instructional Use: The primary use of videos is for instructional purposes. By law, any video that does not include “public performance rights” (something the Milton Public Schools purchased exclusively for classroom use) must comply with the “fair use” provision of copyright law, as outlined in the attachment to this policy statement. This requires that videos:
1. Be used with students in “face-to-face” instruction with the teacher;
 2. Be correlated to Milton Public Schools Curriculum Guidelines;
 3. Be shown in a normal instructional setting, (not in large group settings such as in an auditorium or assembly hall); and
 4. Not be shown for commercial purpose, reward, entertainment, fund raising, or the charging of admission.
- B. Non-instructional Use: Only videos that include “public performance rights” may be used for reward and entertainment. The building Principal must approve videos shown solely for reward or entertainment.

II. VIDEO RATINGS

- A. Elementary schools may only show “G” rated videos.
- B. Middle Schools
 - 1. May show “G” rated videos;
 - 2. May show “P.G.” rated videos with approval of building administrator; and
 - 3. May not show videos with more restrictive ratings (e.g. P.G.13, R, NC-17, X).
- C. Milton High School
 - 1. May show “G”, “P.G.”, & “P.G.13” videos;
 - 2. May show “R” rated videos with approval of building Principal and permission of parent or guardian;
 - 3. May not show any video with more restrictive ratings (e.g. NC-17, X).
- D. All Schools

Videos requiring sign-off as indicated above may be shown in classrooms where appropriate for instructional purposes, provided that the building principal has given approval in writing and written permission has been received from the parents/guardians of students who will watch same. Included with the permission slip sent to parents/guardians will be an explanation by the teacher of the content of the video to be watched by students.

III. VIDEO SOURCES

- A. Any video from a Milton Public Schools catalog media center may be shown to students. (Grade level recommendations should be observed);
- B. All videos legally purchased by the school media centers may be shown if approved for purchase by a building principal;
- C. Commercially rented videos carry individual restrictions and may not be shown; and

- D. Privately owned videos may not be shown unless approved by a building principal.

IV. EFFECTIVE VIDEO UTILIZATION

- A. All videos must be previewed by the teacher before showing;
- B. Intended instructional outcomes must be written and filed on related Instructional Plans specifically identifying benchmarks from the Milton Public Schools Curriculum Guidelines to be addressed; and
- C. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform students of the instructional purposes, stop and start video to integrate other instructional activities, use pre/post questions and discussions and assessment, etc.).

*see attached FAIR USE GUIDELINES FOR EDUCATORS

The Milton Public Schools Internet Acceptable Use Policy is as follows:

Internet access is available through the Milton Public Schools' computer network. The purpose of this is to support the educational programs by providing students and teachers with access to unique resources available through the Internet and the World Wide Web. All uses of Milton's Internet access and computer facilities must be in support of and consistent with the educational mission of the Milton Public Schools.

Access to the Internet is a privilege, not a right. Adherence to these Internet guidelines is a condition for a student's access to the Internet. Failure to abide by these guidelines may subject users to termination of their Milton Public Schools computer network accounts, including Google Apps for Education/G Suite accounts, email accounts, and accounts with other district-provided services.

All who use Milton's Internet access are expected to read and follow these guidelines. By signing the handbook receipt, parents and students are stipulating that they have read these guidelines and agree to adhere to them. All student use of the Internet is to be conducted under faculty supervision. However, faculty members are not expected to monitor a student's use at every moment. Every student is expected to take responsibility for his or her appropriate use of the Internet.

All students will be provided a miltonps.org network login ID and password that they should not share with other students. Students are expected to take individual responsibility for his or her appropriate use of the Internet and electronic resources, and follow all conditions and rules of technology use as presented by the Milton Public Schools. Any violation of the conditions and rules may result in disciplinary and/or legal action.

All miltonps.org e-mail and other Internet files and records may be accessed and examined by administrators. Administration retains the right to inspect any user's virtual hard drive, school-owned computer, Internet history, or email (whether through a town server or through Google Apps for Education/G Suite) if a suspected violation of the network technology policy or any other district policy has occurred.

Administrators will also advise law enforcement agencies of illegal activities conducted through the MPS computer network and will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the Milton Public Schools computer network. No one should assume that their use of the Milton Public Schools Internet will be private. In keeping with state and federal laws regarding public records, users should be aware that data and messages are regularly archived, even if they appear to have been deleted locally. In addition, an Internet firewall automatically checks all data moving between the local area network and the Internet and logs the sending and receiving destinations.

Network users should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Content filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students and staff from access to the Internet, in the form of information resources and opportunities for collaboration, exceed the risks or disadvantages. Ultimately, teachers, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate reasons or under false pretenses. The Milton Public Schools cannot screen the Internet for all such inappropriate applications. Consequently, students must be cautious and prudent about supplying personal information and arranging personal meetings. Students should never arrange a personal meeting with someone whom they meet online without parents' or guardians' knowledge and approval. Students should promptly inform their teacher or administrator about any online communication that the student feels is threatening, harassing, or otherwise inappropriate.

Network users are expected to abide by generally accepted rules of Internet etiquette as well as rules of school decorum. These include common courtesy and the avoidance of vulgar or offensive language. The following are unacceptable uses of Milton's Internet access, network devices, computers, tablets and other infrastructure:

1. Posting private or personal information about another person or yourself.
2. Attempting to log on through another person's email account or to access another person's files.
3. Accessing or transmitting obscene or pornographic material.
4. Posting chain letters or spamming, i.e., sending unsolicited or annoying messages to large numbers of people.
5. Participating in communications that facilitate any form of criminal activity, such as, but not limited to, the illegal sale or use of drugs or alcohol, gang activity, sexual harassment, threats, or any other forms of intimidation.
6. Plagiarizing any material; the rules for plagiarism that are stated in this handbook are also applicable to students' use of the Internet.
7. Infringing copyrights, i.e., inappropriately reproducing or transmitting material protected by Copyright.
8. Participating in any and all commercial activities that are not directly related to the educational purposes of the Milton Public Schools, unless specifically approved in advance by the school's Administration.
9. Damaging or modifying MPS computers, computer systems or computer networks.
10. Removing MPS hardware and/or software from school premises without prior written consent from the school Principal or his/her designee.
11. Using any form of proxy and/or filtering avoidance software, hardware, or website.

12. Using others' passwords and/or impersonating another user.
13. Trespassing in others' folders, work or files.
14. Gaining unauthorized access to MPS or others computer, server, or telecommunications networks.
15. Interfering with the operations of technology resources.

Consequences: Failure to adhere to these guidelines, conditions and rules of this Acceptable Use Policy will result in disciplinary and/or legal action, according to the Code of Conduct.

Disclaimers

The Milton Public Schools disclaim all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of a student's Internet use, and for the consequences of a student's Internet use. Students may, however, be disciplined and may face academic consequences as well as prosecution for violating this policy.

The Milton Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of equipment damaged by malicious or inappropriate use as defined by this policy. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. Use of all technology and networks is at one's own risk. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

Milton Public Schools
Empowered Digital Use Policy

The Milton Public Schools Empowered Digital Use Policy (EUP) is designed to promote positive use of technology by students throughout the district. In order to develop a digital footprint that reflects the values of the district and be ethical digital citizens students will:

1. **Be empowered.** Solve problems, create something awesome and share ideas.
2. **Be courteous.** Help foster a school community that is respectful and kind. Give credit where it is due.
3. **Be smart and be safe.** Use technology in ways that are appropriate and ways that you would be proud to show your family and teachers.
4. **Be careful and gentle.** Technology tools can be fragile. Help us take care of our devices and networks.

It should be noted that this Empowered Digital Use Policy is in addition to the Acceptable Use Policy & Social Networking Policy, not in place of.

Social Networking Policy of the Milton Public Schools

I. Internet Acceptable Use Policy still in force

This policy is adopted in addition to and not as a substitute for the School District's Internet Acceptable Use Policy, which governs use of the school district's technology resources.

II. General Concerns

It is the policy of the Milton Public School District to maintain the professionalism and appropriateness of electronic and/or online communications between students and staff, teachers and coaches at all times. The District recognizes that there are efficient and appropriate means of communication available to staff/teachers/coaches who need to contact students. The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the online, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process and which uphold the values and policies of the Milton Public Schools.

The Milton Public Schools recognizes the proliferation of online communication and that such conversation may occur between teachers and students and/or their parents or guardians. However, due to the nature of social networking sites, there exists a risk, without care and planning, that the lines between one's professional life and personal life will be blurred. Our staff should always be mindful of how they present themselves to the world, online and otherwise. It is important that teachers, staff and coaches are always able to retain the authority and ability to maintain discipline, encourage appropriate behaviors and to remain truly objective with his or her students.

In addition, any online communication using one's own personal resources, as opposed to school district resources, compromises the teacher's, as well as the school district's, ability to retain public records in accordance with the requirements of the Commonwealth's public records laws. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law. This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff members communicate through school-based resources, such as staff email or school sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden falls on the teacher to comply with public records laws when using personal email or social network accounts to communicate with students and/or parents and guardians.

III. Expectations of Staff

With these concerns in mind, the Milton Public Schools has instituted this “Social Networking Policy,” and announces its expectations for staff members’ use of social networks including but not limited to Facebook, LinkedIn, Twitter, Instagram, Tik Tok, Snapchat, personal email accounts, cell phones/smartphones, texting, use of blogs, and other electronic or technology-based communication systems.

It is acknowledged that there may be instances where communication with personal cell phones or via personal email is warranted. These actions should only occur when necessitated by school-related matters outside of regular school hours and may not be personal in nature. In such limited circumstances, the district anticipates that teachers will make reasonable use of their cell phones/smartphones to convey time-sensitive information on scheduling issues and the like.

Examples of situations which might be appropriate to involve the provision of a personal phone number to a student and/or the collection of one or more student phone numbers are:

- a) a field trip where a teacher might provide one or more students with the number in case a group of students might get separated from the main group**
- b) a coach who needs to contact or convey information to team captains, or send an emergency text message to the team**
- c) at school-sponsored events for which teachers serve as duly appointed advisors and may need to convey messages in a timely manner to students and may not have access to school-based email accounts, school-provided telephones or school-based web pages.**

Except as articulated above in this section, teachers are discouraged from using home telephones, personal cell phones/smartphones or personal email accounts to communicate with students. Your communications with students, even if you do not use school resources for such communications, are within the jurisdiction of the school district to monitor as they arise out of your position as an educator. Any conduct, whether online or not, that reflects poorly upon the school district or consists of inappropriate behavior on the part of a staff member, may expose an employee to discipline up to and including discharge. Even if you are not using a school telephone, computer, classroom or the like to engage in contact with a student, such contact is not outside of the school district’s authority to take appropriate disciplinary action. If your behavior is inappropriate, undermines your authority to instruct or maintain control and discipline with students, compromises your objectivity, or harms students, the school district reserves the right to impose discipline for such behavior. A teacher may also face individual liability for inappropriate online communications with students and/or parents and guardians, as well as exposing the district to vicarious liability in certain instances.

The following is a representative list of **guiding principles, procedures and specific prohibitions of this** policy:

- Improper interactions with students using social media and similar internet sites, social networks, or via smartphone or other electronic communication devices.

a) All electronic contacts with students should be through the district's computer and telephone systems, except in emergency situations.

b) All contact and messages by coaches with team members shall be sent to all team members ***or to team captains***, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal. It is appropriate for teachers and/or coaches to send a group mail email alert to notify parents/guardians of club or sport cancellations or time changes using an official school email account unless an urgent situation requires the use of a personal email account ***as noted above***.

- Teachers, staff and coaches may not list current students as "friends" on networking sites.

- Staff/teachers/coaches shall not respond to social network invitations from current students.

- Teachers, staff and coaches will not give out their private cell phone or home phone numbers without prior approval of the District ***or as noted above***.

- Teachers may not access their personal email accounts ***except to access a calendar such as Google Calendar to schedule appointments with a parent or a student*** or private social networking accounts using school district computer resources.

- Posting items with sexual content.

- Posting items exhibiting or advocating use of drugs and alcohol.

- Posting examples of inappropriate behavior from other districts as behavior to avoid.

Before endeavoring to establish any social networking account, teachers should familiarize themselves with the features of any account they choose to use. For example, Facebook requires account holders to take specific steps to "privatize" the information they place online. You must educate yourself to these features of Facebook or any other social networking site you select. You will be responsible should any information you intended to be "private" becomes "public" due to your own ignorance of the features of the social network you have decided to use or your failure to properly use such features.

You ***should also be aware*** that any information you share privately with a recipient could be re-distributed by such recipient, without your knowledge or consent. The same principles you apply to in-person communication should be applied to online conversation: use discretion, and do not place your trust in individuals who have not proven themselves trustworthy. In essence, nothing you post online is ever truly "private."

The school district expects you to keep the line between your professional life and your personal life clearly drawn at all times. There is no reason why this cannot be done, even in light of the proliferation of social networking sites. All that is required is some forethought

before using social networking for both your professional and personal life, to be sure that these lines never become blurred. Advance approval to create a school/class social network account should be obtained from the responsible school principal. The School Principal will notify the Superintendent of any such requests. Once approval is obtained, the educator should only use his/her educational social networking account to communicate with students and/or parents and guardians on matters directly related to education. The “friends” associated with such educational social networking account should only be members of the educational community, such as administrators, teachers, students, and parents of such students. It is required that teachers will reject “Friend” requests from individuals who do not fit into any of these categories.

At all times, and in the use of any form of communications, staff members will always adhere to student privacy rights and the rights of employees to have their personnel and medical information kept confidential. Information that is protected by law from disclosure to third parties will not be communicated online in a way that unreasonably exposes such information to retrieval by those third parties. For example, through an educational social networking account, a teacher may not post confidential student information on the “wall,” the “information” section, or through any part of the social networking account that could be accessible by other “friends” associated with that account. If a teacher wishes to communicate privately with a student through the educational social networking account, such communication shall be conveyed only through the private email/message feature of the social networking account, so that only the student may view the message and respond to it.

Teachers are encouraged to communicate with students and parents on educational matters only, and only through school-based resources, such as school-provided email or web portal accounts. It should be noted that, just because a teacher uses his/her personal email as opposed to a school email account, this does not shield such email from the provisions of the public records law or from discovery in litigation. It only prevents the archiving of such messages through the school district’s automatic email archiving system. We again remind teachers that information sent or received by them, even through personal email or social network accounts, that are related to their capacity as a school employee, are still subject to public records retention, exemption and disclosure requirements.

If a teacher conveys school-related messages to students and parents/guardians on his/her private account, he/she should save such email or any communication conveyed through a social networking site, or print and save a paper copy of such email or other online communication, and file it, and safeguard its privacy, as he/she would any other document concerning that student. The teacher should forward copies of any such emails or online communications to his or her school based email account so that it can be properly retained and archived in compliance with the requirements of the public records law. Any document created or received by a public employee in his or her capacity as such is subject to retention, and perhaps disclosure under the public records law.

No matter what medium of communication a teacher selects, he/she should adhere to appropriate teacher/student boundaries. You are a role model, not a student’s friend, you are

his/her teacher, and you should always conduct yourself in accordance with this understanding.

This policy is not intended to infringe upon a teacher's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication complies with any applicable laws, policies or regulations. However, when you speak via social networking sites or tools on matters concerning your work, you are speaking as an employee of the Milton Public Schools and as such restrictions may be placed upon your freedom to express yourself. Those restrictions are intended to preserve student confidentiality, maintain your status as an educator who should command and receive the respect of students, be able to maintain order and discipline in your classroom, and remain objective with respect to your students.

If you are communicating as an employee of the district in your online communications, you must be aware that readers will assume you "speak for the school district." Therefore, all of your online communications, when you are actually acting on behalf of the district, or creating the appearance that you are doing so, must be professional at all times and reflect positively on the school district.

In the use of any social networking site, you may not, without express permission from the superintendent of schools, use the school's logo, likeness or any school photographs or other property that belongs to the school.

All online, electronic or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications.

The Superintendent or her/his designees will periodically conduct internet searches to see if teachers, staff or coaches have posted inappropriate materials online. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination. Any such discipline will be conducted in accordance with collective bargaining agreements and state and federal law.

FIELD TRIPS

The Superintendent shall establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. Nursing service is provided if students with serious health needs are on the trip (as determined by the nurse).
6. Academic arrangements are made for students not participating in the field trip.

All out-of-state and/or extended (overnight) trips and excursions must have advance approval of the School Committee. Fund-raising activities for such trips will be subject to approval by the appropriate Principal.

Field Trips during the School Day

The School Committee encourages instructional field trips during the school day which are planned, prepared for, and followed up on in order to provide real-life experiences that enrich the curriculum for students.

Out-of-state Field Trips and/or Field Trips Requiring Overnight Accommodations

Any out-of-state field trips and/or field trips requiring overnight accommodations must meet the educational objectives of the system, be carefully planned and coordinated and may not seriously disrupt the educational program of non-participating students. Such field trips must receive preliminary approval from the Principal and final approval from the School Committee using the criteria listed below. Such field trips must not involve students and parents in any fund raising activity relative to the trip until the Principal has given preliminary approval for the trip. The procedure for seeking approval is as follows:

1. Preliminary approval requests must be submitted in writing to the Principal and then forwarded to the Superintendent.
2. Final approval requests must be submitted to the Superintendent and School Committee at least sixty (60) days prior to the trip.

Preliminary Approval Requests

Preliminary approval requests must be submitted in writing to the Principal, by the individual(s) coordinating the field trip and must include:

1. A statement of the educational objectives of the trip.
2. A description of how the safety of students will be maintained.
3. A proposed budget including cost to students and sources of finances.
4. An estimate of the number of students and adults participating.
5. A general plan or schedule for the trip.
6. Procedures for emergency notification to Superintendent and parents in the event an emergency should occur while on the trip.
7. Procedures for students to use if separated from the group while on the trip.
8. Nursing services for all students less than high school age.

Final Approval Requests

Final approval requests must be submitted in writing to the Superintendent and School Committee, by the individual(s) coordinating the field trip at least sixty (60) days prior to trip and must include:

1. A detailed itinerary of the trip including educational activities, accommodations, and travel arrangements.
2. A description of how the safety of students will be maintained.
3. Planned adult supervision.
4. A detailed budget including receipts and disbursements anticipated.
5. A statement that all the above details have been provided to the parents and students, and that written approval for the trip has been granted from the parent or guardian of each student involved and that all pertinent and emergency information has been provided
6. An estimated number of students participating in the field trip

Final approval will then be granted by a vote of the School Committee.

Short Notice Trips

From time to time, invitations to out of state or overnight events may be extended to students with less than 60 days of advance warning (i.e. an invitation to a regional athletic event). These invitations will be dealt with on a case-by-case basis.

In the event that there is an intervening School Committee meeting, final approval will be granted by the School Committee.

In the event there is no intervening School Committee meeting, final approval can be granted by the Chair of the School Committee in consultation with the Superintendent.

In-State Athletic or Academic Competitions

In-state day trips that involve athletic or academic competitions are not covered by this policy.

Student and Employee Conduct

All students and employees must adhere to Milton Public Schools rules, regulations, code of conduct, and policies during all field trips.

Financial Accountability

Final approval forms should be signed by the Principal and held pending final distribution of funds. A statement of final accountability must be submitted by the authorized trip sponsor (as defined in Policy DC Cash Management) promptly after the completion of the trip, either to the business office or the student activities account, depending on the source of funds.

Final accountability statements should include at least the following: date; notation of advance funds received (if applicable – amount, date and check number); complete listing of itemized expenditures paid – together with documentary evidence of payment; totals of cash or checks expended; notation and totals of credit card or open account expenses (if applicable); the amount returned to the student activities account or revolving fund if advances received exceed documented expenditures; the amount of additional reimbursement requested if travel expenses incurred exceed travel advances received; signature of person completing final accountability statement and signature of the Principal or their designee to indicate that there has been an acceptable final accountability.

RESIDENCY POLICY

It is the policy of the Milton Public Schools that all children of school age who actually reside in the Town of Milton are entitled to attend the Milton Public Schools. "Residence" is the primary place where a person dwells permanently, and is the place that is the center of his or her domestic, social, and civic life. Temporary residence in the Town of Milton, for the purpose of attending a Milton public school, shall not be considered residency. Persons who are found to temporarily reside in the Town of Milton for the purpose of attending the public schools in the Town of Milton or who do not reside in the town of Milton may be dismissed immediately from the Milton Public Schools and the parent(s), guardian(s) or others may be jointly and severally liable to the Milton Public Schools for the student's tuition and other costs and fees. The Milton Public Schools may conduct an investigation into the residency of any student at any time. Milton Public Schools Reserves its right to request a variety of documentation to confirm residency.

Before any student is assigned to or attends any Milton public school, the student's parent or legal guardian must provide documents demonstrating proof of permanent residency in the Town of Milton and the student's complete school records from previous school districts. The student cannot be enrolled until residency is established and the complete school record is received. Students who are enrolled in the Milton Public Schools shall be required to re-establish residency prior to entering grades six (6) and nine (9), and during other times as determined by the Superintendent or his/her designee. Students who are enrolled in the Milton Public Schools but who attend an educational program outside of the town shall be required to re-establish residency on an annual basis. The Milton Public Schools will implement administrative procedures consistent with this policy.

No person shall be excluded from or discriminated against in admission to a Milton Public School, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, homelessness, disability, sexual orientation, gender, gender identity, gender expression, gender conformity, gender transitioning, transgender status, or gender variance.

EXCEPTIONS

1. The Residency Requirements shall not apply to students who are entitled to attend the Milton Public Schools under the McKinney-Vento Homeless Act. If possible, families who are homeless or staying in a shelter should bring a letter from the shelter staff stating that they are living there. All homeless families should contact the Milton Public Schools McKinney-Vento liaison who will assist with enrollment.

2. A student who has been legally enrolled in the Milton Public Schools and whose family moves out of Milton on or before April 1 of the school year may, with the permission of the Superintendent, continue to attend the schools for the remainder of the current school year. The family must inform the Superintendent in writing of their move and request to stay enrolled in MPS within five business days of moving. Parents or guardians are responsible for the student's transportation to and from school, as no transportation will be provided under this exception. The Milton Public Schools reserve the right to seek tuition reimbursement or contributions from the town where the student actually resides.

3. Continued enrollment at Milton High School for grade 12 of a student who has completed grade 11 and whose family moves on or after July 1 before the student enters grade 12 is subject to approval by the Superintendent. The family must inform the Superintendent in writing of their move and request to stay enrolled in MPS within five business days of moving. Parents or guardians are responsible for the student's transportation to and from school, as no transportation will be provided under this exception. The Milton Public Schools reserve the right to seek tuition reimbursement or contribution from the town where the student actually resides.

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.

Definitions

Children of military families means school aged children enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel. Children are eligible to receive services for one year following discharge due to severe injury, retirement or death of an active military parent. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

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EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine;
2. Bereavement or serious illness in family;
3. Weather so inclement as to endanger the health of the child; or
4. For observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator.

A student's understanding of the importance of day to day school work is an important factor in the shaping of the student's character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Each principal or designee will notify a student's parent/guardian within three (3) days of the student's absence in the event the parent (s)/guardian (s) has not informed the school of the absence.

Parent(s)/Guardian(s) will be notified when a student has at least five (5) days in which the student has missed two (2) or more unexcused classes/periods or who has five (5) or more unexcused absences in the school year. A reasonable effort will be made to schedule a meeting with the building principal or designee, the parent(s)/guardian(s), and the student to develop an action plan to improve the student's attendance. The action steps shall be developed jointly and agreed upon by the building principal or designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Makeup work for classes missed while a student is absent must be made up within the timelines arranged with the teacher. Parents/guardians may request work only if their child is absent three (3) or more consecutive days from school. Otherwise, the student should collect missing work upon return.

In any case of extended absences, the Milton Public Schools will work closely with parents/guardians and teachers with regard to providing students the opportunity to make up missed work.

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ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. Use of prescribed controlled substances from a licensed physician shall be in accordance with the Administering Medicines to Students Policy, JLCCA-R.

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.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.

Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

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

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Milton Public Schools. The District will promptly investigate and respond to alleged harassment that occurred within the school's own program or activity, such as at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

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

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

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

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

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

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

- Demeaning jokes, stories, or activities directed at the student.

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

The District will promptly and reasonably investigate allegations of harassment through designation of Civil Rights Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees and will respond to any reports or complaints of discrimination, including sexual harassment and retaliation pursuant to our Grievance Procedures for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R). Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to remedy the harassment and to prevent its recurrence.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation
AC-R
ACAB
ACAB-R

SOURCE: MASC – December 2021

PHILOSOPHY OF ATHLETICS

The Milton Public Schools operate on the conviction that a dynamic program of student activities is vital to the educational development of the student. Athletics are a vital component of that program.

By definition, athletic programs are extracurricular. But they are activities without which many students could not realize their full potential for success. Athletics are fun, but they are more than fun. From participation in athletic programs, young people learn important lessons about self-control, sportsmanship, teamwork, leadership, and competition. They learn how to win gracefully, and how to lose gracefully. Athletics play an important role in helping the individual develop a sense of physical, mental, emotional, and social well-being. Finally, athletic competition can promote school pride and school spirit, both in participants and spectators.

For these reasons, it is the intention of the Milton Public Schools to provide its students with a well rounded athletic program. Such a well rounded program grows out of the physical education program, and includes both intramural and interscholastic sports. It also includes an appropriate mix of team sports and "life sports," within the constraints of budget, facilities, and student interest. Further, it is the intention of the Milton Public Schools to promote maximum participation in these activities: in terms of the number of students participating, and in terms of the number of sports played by a given student. Accordingly, the Milton Public Schools will make every effort to support its athletic program with the best possible facilities and equipment, and to find and hire the most qualified staff.

Coaches play a special role in the Milton Public Schools. They must teach the basic skills necessary for improvement in their respective sports, keep abreast of current best practices for coaching, including (without limitation) new rules, innovative strategies, and physical conditioning. The coaches must also serve as role models. They are expected to teach their student-athletes about discipline, good sportsmanship, teamwork, leadership, and ethical behavior. No exceptionally talented student-athlete should be shown undue favoritism at the expense of developing the skills of other members of a team. By the same token, all team members must understand that assignments are made in the interest of achieving success as a team. Coaches must build self-esteem by encouraging student-athletes to excel on and off the playing field. The coaches should at all times stress the goals of excellence, good sportsmanship, and the exhibition of a winning attitude -regardless of the opponent that Milton may be facing.

Participation in athletics in the Milton Public Schools is a privilege. It carries with it responsibilities to the team, the sport, the school, and the community. Coaches and student-athletes in the Milton Public Schools' athletic programs are expected to accept their individual responsibilities, and act accordingly. Student-athletes deserve the full support of their parents as they set out to represent their family, their school, and their community.

ATHLETIC CONCUSSION POLICY

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

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

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

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

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or

omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

¹ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

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

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

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

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

1. Supporting and enforcing the protocols, documentation, required training and reporting;
2. Assuring that all documentation is in place

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

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

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

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

Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

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

Section III. Signs and Symptoms:

Signs (what you observe):

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

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

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

Section IV. Management and Referral Guidelines:

When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.

Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.

Worsening signs and symptoms requiring immediate physician referral include:

- Amnesia
- Deterioration in neurological function
- Decreasing level of consciousness
- Decrease or irregularity of respiration
- Decrease or irregularity in pulse
- Increase in blood pressure
- Unequal, dilated, or unreactive pupils
- Cranial nerve deficits
- Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- Seizure activity
- Vomiting/ worsening headache
- Motor deficits subsequent to initial on-field assessment
- Sensory deficits subsequent to initial on-field assessment
- Balance deficits subsequent to initial on-field assessment
- Cranial nerve deficits subsequent to initial on-field assessment
- Post-Concussion symptoms worsen
- Athlete is still symptomatic at the end of the game

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

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

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

If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) or other responsible adult known to parent/guardian after talking with the certified athletic trainer.

Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements.

Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

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

promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

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

- At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
- Following any concussion the athletic trainer must notify the athletic director and school nurses.
- Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post injury test, the student athlete will not be re-tested again for **5 days**.
- If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.

- Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
- Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

Exertional Post Concussion Tests will be administered and each student will be monitored through the post tests. No student will return to full contact sport until passing post tests and cleared by physician, nurse practitioner or neuropsychologist.

Section VI. School Nurse Responsibilities:

- May assist in testing all student athletes with baseline and post-injury ImPact testing.
- Participate and complete the CDC training course on concussions every year.
- Complete symptom assessment when a student athlete enters the Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
- Observe students with a concussion for a minimum of 30 minutes.
- If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that the student must be evaluated by an MD.
- If symptoms are not present, the student may return to class.
- If symptoms appear after a negative assessment, MD referral is necessary.
- Allow students who are in recovery to rest in HO when needed.
- Develop a plan for students regarding pain management with parent and MD.
- School nurse will work in collaboration with guidance counselors and notify teachers of any student/student athletes with academic restrictions or accommodations to be made related to their concussion.

- Educate parents and teachers about the effects of concussion and returning to school and activity.
- If injury occurs during the school day, inform an administrator and complete accident/incident form.
- Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

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

Section VIII. Athletic Director Responsibilities:

- Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
- Ensure that all educational training programs are completed and recorded.
- Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
- Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
- Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.

- Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
- Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

- Complete and return concussion history form to the athletic department.
- Inform school if a student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
- If a student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
- Complete a training provided by the school on concussions and return a certificate of completion to the athletic department.
- Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - Loss of consciousness
 - Headache
 - Dizziness
 - Lethargy
 - Difficulty concentrating
 - Balance problems
 - Answering questions slowly
 - Difficulty recalling events
 - Repeating questions
 - Irritability
 - Sadness
 - Emotionality
 - Nervousness
 - Difficulty with sleeping
- Encourage your child to follow concussion protocol.
- Enforce restrictions on rest, electronics and screen time.
- Reinforce recovery plan.
- Request a contact person from the school with whom you may communicate about your child's progress and academic needs.

- Observe and monitor your child for any physical or emotional changes.
- Request to extend make up time for work if necessary.
- Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

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

Section XI. Coach & Band Instructor Responsibilities:

- Participate in a Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
- Ensure all student athletes have completed ImPact baseline testing before participation.
- Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
- Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
- Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
- Remove from play any student athlete who exhibits signs and symptoms of a concussion.
- Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
- Follow Gradual Return to Play Guidelines.
- Refer any student athlete with returned signs and symptoms back to the athletic trainer.
- Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

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

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

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting

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

Section XIV. Concussion Education:

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

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

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted.

Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

PHYSICAL RESTRAINT OF STUDENTS

All schools and programs within the Milton Public Schools are committed to maintaining an orderly, safe environment conducive to learning for all students and staff. It is the policy of Milton Public Schools that physical restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate in accordance with 603 CMR 46.00 et seq.

The use of mechanical restraint, medical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), the use of restraint inconsistent with 603 CMR 46.03, and seclusion is prohibited. The use of “time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.”

Notwithstanding the above, in the event of an emergency in which physical restraint is deemed the only appropriate option to prevent injury to students and/or staff, nothing shall preclude a teacher or District employee from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school’s method of physical restraint for use in emergency situations;
- Descriptions of the school’s training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Procedures for conducting periodic review of data and documentation on the use of physical restraints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

Physical restraint is prohibited as a means of discipline or punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of assault or imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

No written individual behavior plan or individual education program (IEP) may include use of physical restraint as a standard response to any behavior.

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

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The Milton Public Schools recognize that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety. The Milton Public Schools shall provide the services of a medical consultant who shall render medical and administrative consulting services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, located in the staff handbook and an Emergency Crisis Manual that shall be utilized by Milton Public Schools personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency information which lists any allergies or diseases the student might have.
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents on the appropriate Milton Public schools form (Parent/ Guardian Authorization for Prescription Medication Administration). Requests made by parents for such administration of medication shall be reviewed and approved by the school nurse or designee.
- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Teachers or other staff shall be required to report any accident or illness as quickly as possible. The Superintendent will receive daily reports of accidents or injuries.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to provide or arrange for the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Parents or guardians of ill or injured students will be expected to pay for expenses incurred as a result of emergency ambulance use.

In emergency situations the school administration may determine that transportation of a student by school personnel is necessary.

IMMUNIZATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another out of district school, will be required to present a physician's certificate attesting to immunization against diphtheria, pertussis, poliomyelitis, tetanus, measles, mumps, rubella, hepatitis B, meningitis, chicken pox or documented history of this disease, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The law and regulations provide for exclusion of students from school if immunizations are not up to date.

Students entering the seventh grade will be required to present a physician's certificate attesting to immunizations against polio, measles, mumps, rubella, hepatitis B, chicken pox or documented history of the disease, Td booster and one MenACWY. Student's entering the eleventh grade will be required to present a physician's certificate attesting to immunizations against polio, measles, mumps, rubella, hepatitis B, chicken pox or documented history of the disease, Td booster and one booster dose of MenACWY given on or after 16 years of age.

The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child; or, the student's parent or guardian's annual completion of the MPS religious exemption form. The only exception for exclusion of unimmunized or partially immunized children without medical or religious exemptions is for homeless children. The McKinney-Vento Homeless Assistance Act stipulates that homeless children cannot be denied entry to school for non possession of immunization records. However, every effort is made by the school nurse to obtain a student's immunization history.

When the case of a vaccine preventable disease emerges, susceptible individuals (including those with medical or religious exemptions) who are not vaccinated will need to be excluded for the appropriate time periods as outlined in **Reportable Diseases, Surveillance and Isolation & Quarantine Requirements (105 CMR 300.00)**

JLCD

MILTON PUBLIC SCHOOLS INFECTIOUS DISEASE CONTROL ADMINISTRATIVE GUIDELINES AND PROCEDURES

The Milton Public Schools (MPS), in collaboration with the Department of Public Health School Health Program, has developed these Infectious Disease Administrative Guidelines and Procedures with the understanding that:

- All staff have a role in prevention of communicable disease.
- School nurses are responsible for education, identification, reporting, and notification and follow-up.
- School staff, who may feel themselves to be at risk during any potential or suspected exposure can, confidentially, identify themselves to the school nurse, or Principal for notification planning.
- Laws and regulation are subject to change, the school nurse is responsible for maintaining up-to-date information through Milton Board of Health and Massachusetts Department of Public Health (MDPH).
- These Administrative Guidelines and Procedures are not exhaustive, but relative to that most often seen in the school setting.
- Environmental safeguards through custodial responsibility are essential.
- Emphasis is on prevention efforts and school attendance criteria based on MDPH 2007 Health School Health Unit Guidelines¹ and current healthcare standards of practice.
- These Administrative Guidelines and Procedures will be reviewed and updated every two years.

INFECTIOUS DISEASES

Infectious diseases are illnesses caused by specific organisms: viruses, bacteria, fungi, or parasites. Infectious diseases that can be spread from one individual to another are called contagious or communicable diseases. Contagious illnesses are among the major problems that school health programs face, causing absences and physical discomfort for students and staff.

Infectious disease control measures in schools include:

- preventing infection from spreading;
- requiring certain immunizations;
- reporting some illnesses to Milton's local Board of Health and or MDPH;
- temporarily excluding some children or staff who are ill or may be incubating communicable disease; and
- preparing to respond to outbreaks and emergencies of all types.

¹ Sheetz, A. H. & Goodman, I. F. (Eds.). (2007). *The Comprehensive School Health Manual*. Boston, MA: Massachusetts Department of Public Health.

Diseases are divided into the following categories:

1. Vaccine-Preventable Diseases
2. Diseases Spread Through the Intestinal Tract
3. Diseases Spread Through the Respiratory Tract
4. Diseases Spread Through Direct Contact
5. Diseases Spread Through Blood Contact
6. Sexually Transmitted Diseases
7. Diseases Spread from Animals to People (Zoonotic Diseases)
8. Sports-Associated Infectious Diseases

MASSACHUSETTS LAW AND INFECTIOUS DISEASES

Disease Reporting and Control: Some disease control activities are required by law or regulation. Chapter 111 of the Massachusetts General Laws includes sections governing the reporting and control of communicable diseases. The Code of Massachusetts Regulations at 105 C.M.R. 300.000 establishes specific reporting and surveillance requirements. In addition, the regulations outline the isolation and quarantine requirements for contacts of persons infected with certain communicable diseases in school and health care settings. These requirements include attendance guidelines for non-immune students and staff when cases of vaccine-preventable diseases are reported. A list of the reportable diseases that are subject to control under general reporting and isolation and quarantine regulations are provided at http://www.mass.gov/dph/cdc/surveillance/rprtbdiseases_hcp.pdf.

Reporting: School nurses are responsible for reporting communicable diseases to Milton Board of Health or MDPH. School nurses may hear about a student's reportable disease from a variety of sources, including a local board of health, a child's medical provider, a parent/guardian, or an epidemiologist.

Confidentiality: Confidentiality is required by law and must be maintained by everyone, including the disease investigator (school nurse), clerical staff, administrative staff, teachers, and other school officials who may be aware of personal health information.

Isolation and Quarantine: Two key processes used to prevent the spread of communicable diseases are isolation and quarantine.

- *Isolation* refers to separating *people who are ill* from other people to prevent the spread of a communicable disease.
- *Quarantine* refers to separating and restricting the movement of *people who have been exposed* to a communicable disease and are not yet ill but may become ill and infectious; these people are often referred to as "contacts" of the person who is known or presumed to be infected and infectious.
- Milton's Board of Health is the authorizing agency for determining the need for isolation and quarantine.

Immunizations: The Code of Massachusetts Regulations specifies minimum immunization requirements for enrollment in school (105 C.M.R. 220.000). These requirements, as well as exclusion requirements, recordkeeping procedures, and requirements and recommendations for immunization of teachers and staff are discussed in the “Vaccine-Preventable Diseases” section. See also exhibit to Immunization Exemptions and Vaccine-Preventable Disease Exclusion Guidelines in School Settings.

INFECTION PREVENTION AND CONTROL IN THE SCHOOL SETTING

Infection Control Measures: The spread of communicable diseases can be controlled by the use of good infection control practices. MPS infection control practices include: age-appropriate immunization requirements for school entry; utilizing and teaching proper hand hygiene, respiratory hygiene/cough etiquette and standard precautions; utilizing appropriate personal protective equipment for staff; cleaning and disinfecting as per MPS custodial protocol.

Some diseases require more specific prevention measures. Please refer to the individual disease sections that follow.

Hand Hygiene: Proper hand hygiene is the single most effective way to prevent the spread of most infections. Several studies have indicated an association between hand washing or use of alcohol-based hand sanitizers and reduction in school absenteeism due to infectious illnesses. Hand sanitizer is *not* a substitute for soap and water for certain situations, specifically after toileting. All bathrooms will be kept supplied with adequate soap and paper towels.

Custodial staff will:

- check bathrooms daily for soap, paper towels and bathroom tissue
- Staff and students should practice hand hygiene before eating or handling food; after toileting; and after contact with blood or body fluids, non-intact skin, or nasal and respiratory secretions.

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

- Wash hands with soap and water when they are visibly soiled. Wet hands first with water, apply soap, and rub hands together vigorously for at least 20 seconds. Rinse hands with water and dry thoroughly. Use a towel to turn off the faucet.
- Purell or other hand sanitizers can be used as a quick and effective way to sanitize your hands when they are not visibly soiled.

Fire Safety Issues: Purell and other effective hand sanitizers contain 62% ethanol to kill bacteria and viruses. This makes it quite flammable. Fire Regulations require that:

- Dispensers not be installed next to or above electrical outlets, switches, or near other sources of ignition (including electrical devices or oxygen outlets)
- A corridor width of 6 feet or greater is required for dispensers to be mounted in corridors.
- Dispensers must not be installed over carpeted surfaces unless they are located in a sprinklered smoke compartment.

Standard Precautions: Standard precautions are used for all contact with blood and other body fluids, secretions, and excretions; non-intact skin; and mucous membranes. These precautions must be used at all times, regardless of a person's infection status or diagnosis.

Appropriate equipment must be readily available to staff members who are responsible for the cleanup of bodily spills.

Standard precautions include:

- Follow hand hygiene guidelines (see above).
- Wear gloves (clean, non-sterile) when touching blood, body fluids, non-intact skin, or contaminated items. Always practice hand hygiene whenever gloves are removed. Gloves are not a substitute for hand hygiene.
- Gowns, masks, and eye protection should be worn during procedures and activities that are likely to generate splashes or a spray of blood or body fluids.
- Disinfect surfaces and equipment contaminated with blood or body fluids using a 1:10 solution of bleach for 30 seconds, or any EPA-approved disinfectant used according to manufacturers' recommendations. Bleach solutions should be mixed on a routine basis and stored in an opaque bottle.
- Dispose of all sharps in a puncture-proof container; this includes cutting tools that may have caused injury during use. (Scissors, exacto, etc.)
- Dispose of infectious waste (anything contaminated with blood or body fluids) in a leak-proof sealable bag.

Custodial Staff Procedure: If necessary, block off area. Assemble the necessary equipment: Approved disinfectant, gloves, paper towels, disposal bag, if necessary, a mop, mop bucket, wringer. Optional equipment: gown, booties, cap, goggles, and wet floor sign.

- Put on gloves.
- Spray the floor with an approved disinfectant and let soak for 3-5 minutes.
- Wipe up with a paper towel and place all contaminated paper towels in a plastic disposal bag.
- Repeat process as many times as necessary to make sure that all material has been removed from the floor and other surfaces.

- When all blood or body fluids have been removed, spray the area again with an approved disinfectant and allow it to dry for 10 minutes.
- Seal bags and dispose outside of the classroom.
- If a mop is used, mop head must be removed immediately after use and disposed of, as per CPS protocol.
- ***Respiratory Hygiene/Cough Etiquette:*** Posters and signs to remind students and staff about cough etiquette and hand hygiene will be displayed in bathrooms, cafeteria, classrooms etc. In addition, parents/guardians will receive similar information through school communication forums such as newsletters, and will be reminded to keep sick children home from school.

Education of students and staff on appropriate cough etiquette includes:

- Cough or sneeze into elbow crease if no tissue available
- Cover the mouth and nose with a tissue when coughing or sneezing and immediately disposing of tissue into wastebasket and;
- Practice hand hygiene often
- Classrooms will be supplied with tissues

VACCINE-PREVENTABLE DISEASES

Immunizations and Requirements: Vaccine-preventable diseases include, at the time this document was created, chickenpox (varicella), diphtheria, Haemophilus influenzae type b (Hib), hepatitis A, hepatitis B, invasive pneumococcal disease, pertussis, polio, measles, mumps, rubella, and tetanus.

The Code of Massachusetts Regulations specifies minimum immunization requirements for enrollment in school (105 C.M.R. 220.000). These requirements apply to all students attending a MPS preschool program (as defined in 105 C.M.R. 220.400) and kindergarten through grade twelve.

Every year, MDPH updates and distributes the most current childhood immunization recommendations and school requirements to all schools that have kindergartens, 7th and 11th grade. It is the responsibility of the school nurse in conjunction with the parent/guardian to obtain the most current version of the childhood immunization schedule and requirements for school entry.

Exclusion: MPS, in accordance with the law and regulations, provides for exclusion of students from school if immunizations are not up to date, but exemptions are permitted at school entry for medical and religious reasons. The only exception for exclusion of unimmunized or partially immunized children without medical or religious exemptions is for homeless children: The federal McKinney- Vento Homeless Assistance Act of 2001 stipulates that homeless children cannot be denied entry to school for not possessing immunization records.

MPHD is authorized to implement and enforce the requirements for isolation and quarantine pursuant to 105 C.M.R. 300.200.

Exclusion During Disease Outbreaks: In situations when one or more cases of disease are present in a school, all susceptibles, students and staff, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements (105 C.M.R. 300.000). The reporting and control of diseases identified as posing a risk to the public health is prescribed by state regulation and law.

Notification: The school nurse and school physician in collaboration with MPH D determine whether some or all parents/guardians and staff should be notified immediately.

Teachers and Staff: MDPH recommends that all adults working in schools (including volunteers and student teachers) have immunity to measles, mumps, rubella, diphtheria, tetanus, and chickenpox. An annual influenza vaccination is also recommended for those who are in contact with children.

Milton's Board of Health in collaboration with the school nurses maintain confidential immunization records for MPS staff, because staff members without documentation of immunity may be excluded if a vaccine- preventable disease manifests in the school.

Reporting Requirements: The School Nurse will report to Milton Board of Health if a documented case of any of the diseases listed below occurs in the school (105 C.M.R. 300.000).

Diseases that must be reported:

- chickenpox (varicella);
- diphtheria;
- Haemophilus influenzae type b (Hib);
- hepatitis A; See “Diseases Spread Through the Intestinal Tract”
- hepatitis B; See “Diseases Spread Through the Intestinal Tract”
- pertussis;
- polio;
- measles;
- mumps;
- rubella;
- Coronavirus Disease 2019;
- other, as directed by public health authorities

Standard Measures: The following measures will be taken in the event of the occurrence of any of the vaccine- preventable diseases listed above. Exceptions and specific additional measures will be noted in sections discussing each disease. The school nurse will notify the Milton Board of Health and under the direction of the Board of Health will:

- Exclude infected individuals during their infectious period.
- Collaborate with local Board of Health Nurses to identify who has been exposed, determining the “zones of exposure” for the disease (see below).
- Identify all susceptibles among exposed students and staff.
- Identify high-risk, exposed susceptibles and refer them to their health care providers.
- Exclude all exposed susceptibles who cannot be vaccinated (or take antibiotics if indicated) for medical or religious reasons during the appropriate time period.
- Notify students, staff, parents/guardians, and others.
- Conduct surveillance for two incubation periods.

School Attendance Guidelines

Control measures for vaccine-preventable diseases are complex. Procedures are updated regularly as new vaccines are licensed or as national guidelines change. Detailed nursing protocol confirms with MDPH *Reportable Diseases, Surveillance and Isolation & Quarantine Requirements* (105 C.M.R. 300.00). Below, general information for attendance is provided, but is subject to change due to laws and public health authority.

Varicella/Vaccine Modified Varicella Syndrome: If students or staff have had chickenpox disease with vesicles present, they may return to school when all blisters are crusted over and dry. If no vesicles were present, they may return to school when the lesions are faded (i.e., the skin lesions are in the process of resolving; lesions do not need to be completely resolved) or no new lesions appear within a 24-hour period, whichever is later.

Shingles: Same as varicella.

Diphtheria: No identified cases or carriers of *C. diphtheriae* may return to school until two cultures from the nose, throat, or skin sores are negative for the bacteria.

Haemophilus Influenzae Type B Illness (Hib Disease): Children and staff who are not ill with Hib disease may return as soon as the appropriate antibiotic treatment has begun. Children or staff who are ill should be excluded while they are ill and until 24 hours after initiating antimicrobial treatment.

Measles: A student or staff member with measles should not return until at least 4 days after the appearance of the rash (counting the day of rash onset as day zero). If there is one case of measles, susceptible individuals must be excluded from days 5 through 21, after exposure to the case during the infectious period. If exposure was continuous, or there were multiple exposures, these individuals must be excluded through the 21st day after rash onset in the last case. After exposure, those defined as susceptible are individuals without proof of immunity, as defined by:

- Born in the U.S. before January 1, 1957 (with the exception of individuals in the health care setting, where year of birth doesn't apply).
- Two doses of measles-containing vaccine given at least 4 weeks apart, beginning at > 12 months of age, and the second dose given prior to or within 72 hours of exposure. (In some situations, individuals receiving their first dose within 72 hours of exposure will be considered immune.)
- Serologic proof of immunity.
- When case(s) of disease occur, susceptible individuals, including those with medical or religious exemptions who are not vaccinated, must also be excluded for the appropriate time period as outlined in Reportable Diseases, Surveillance and Isolation & Quarantine Requirements (105 C.M.R. 300.000).

Additional prevention guidelines: Measles is one of the few diseases that can be prevented through prompt immunization after exposure. If a case is reported or suspected, all susceptible students and staff who are without contraindication to the vaccine should be immunized within 72 hours of exposure.

Mumps: A student or staff member will be excluded until 9 days after the onset of swelling (counting the initial day of gland swelling as day zero).

Pertussis (Whooping Cough): A student or staff member with confirmed pertussis will be excluded until 3 weeks after the onset of cough or after they have completed 5 days of appropriate antibiotic therapy.

Polio: Individuals with polio should be excluded for 6 weeks after onset or until the virus can no longer be recovered from the sample.

Rubella: A student or staff member with rubella may return 7 days after the onset of the rash (counting the day of rash onset as day zero). Unimmunized persons must also be excluded until 21 days after the date of rash onset in the last case.

DISEASES SPREAD THROUGH THE INTESTINAL TRACT

Because students and staff who have intestinal tract diseases do not always feel sick or have diarrhea, the best method for preventing spread of these diseases is an ongoing prevention program. MPS believes the best prevention program is to promote hand washing after using the bathroom and before preparing or eating food. In addition, MPS will ensure that bathrooms have an adequate supply of soap (preferably liquid), running water, paper towels, and toilet paper.

Prevention Guidelines for Infectious Diarrhea:

- Strictly enforce all handwashing, bathroom, diapering, and cleanliness procedures.
- Carefully monitor field trips to farms, cider mills, and petting zoos. Students should not be allowed to drink raw or unpasteurized milk or apple cider, and they should wash their hands after contact with any animals. If hand washing facilities will not be available, provide students with waterless, alcohol-based hand sanitizers.
- Be careful about choosing pets for the classroom. Reptiles such as snakes, iguanas, and turtles can shed salmonella and are poor choices as classroom pets.
- Enforce environmental cleaning and sanitation.
- Instruct students and staff not to share food, drink, or eating/drinking utensils.
- Sharing of water bottles by sports teams should be particularly discouraged.

School Attendance and Return Guidelines for Infectious Diarrhea:

- When students or staff have uncontrolled, severe, or bloody diarrhea and fever or vomiting, or if diarrhea cannot be contained by diapers (in those students using them), they will be excluded until fever and diarrhea are gone
- When students or staff have mild diarrhea, take special precautions or exclude.
- When students or staff who do not prepare food or feed students are found to have infectious diarrheal organisms in their stool (positive stool tests) but have no diarrhea or illness symptoms, take special precautions but do not exclude them. However, during outbreaks, a negative stool test may be required to permit attendance.
- When staff who prepare food or feed children have positive stool tests, exclude them from these duties until the isolation and quarantine (105 C.M.R. 300.000) back-to-work requirements are met regarding that particular organism.

Salmonella, Shigella, E. coli O157:H7, Campylobacter: See school attendance and return guidelines for infectious diarrhea above.

Pinworm: Because pinworms are not considered an emergency, students or staff identified with pinworms do not need to be sent home from school. Infected individuals will be referred to a health care provider for diagnosis and treatment and may return after treatment has begun. When pinworm infection occurs in a school, the school nurse and school physician will determine, based on their judgment, whether some or all parents/guardians and staff should be notified.

Hepatitis A: Children and adults with acute hepatitis A will be excluded from school for 1 week after the onset of the illness or until their fever has resolved, whichever is later.

Giardia: See school attendance and return guidelines above.

Norovirus: See school attendance and return guidelines for infectious diarrhea in the introduction to this section.

Additional necessary measures during outbreaks: Since norovirus is very easily transmitted person-to-person, staff and students should be reminded not to share food, drink, or eating utensils during an outbreak. It is essential to strictly follow the precautionary measures; monitor and enforce hand washing and ensure that hand washing facilities are properly supplied. When norovirus outbreaks are identified, thorough environmental cleaning is essential, especially where vomiting has occurred.

Hand, Foot, and Mouth Disease (Coxsackievirus): There is no need to exclude anyone who is well enough to attend school.

Prevention guidelines: Follow strict handwashing and personal hygiene procedures. Always wash hands after using the bathroom, after diapering or assisting a student in the bathroom, and before eating or handling food. Careful attention to environmental cleaning and sanitation is also very important in reducing spread. For additional prevention guidelines, see the “Infection Prevention and Control in the School Setting” section in this Administrative Guidelines.

DISEASES SPREAD THROUGH THE RESPIRATORY TRACT

Respiratory tract diseases are spread primarily through microscopic infectious droplets (droplet transmission) generated in or settling on the mucous membranes of the nose, mouth, throat, or eye. These droplets are generated by a person primarily during coughing, sneezing, talking, or nose blowing. Group A streptococcus and *Neisseria meningitidis* are examples of bacteria that are droplet-borne. Airborne transmission of infectious particles is less frequent and occurs when very small ($\leq 5\mu\text{m}$) particles remain suspended in the air for long periods of time, or when dust particles contain the infectious agent. Measles and tuberculosis are examples of diseases spread through airborne transmission.

Respiratory tract diseases may be mild (viral colds and strep throat) or life-threatening (bacterial meningitis). Some of these diseases are more common in children; others, like the viral cold, affect all ages fairly equally.

Prevention Guidelines:

- Hand washing and cleanliness are essential to stop the spread of all respiratory tract diseases. Hands should be washed with soap and warm running water or an alcohol-based hand sanitizer.
- Encourage staff and students to wash their hands after wiping or blowing noses; after contact with any nose, throat, or eye secretions; and before preparing or eating food.
- Keep a supply of disposable towels, alcohol-based hand gel, and tissues in each classroom, and encourage their use.
- Dispose of towels or tissues contaminated with nose, throat, or eye fluids in a step-can with a plastic liner. Keep them away from food and classroom materials.
- Teach children and staff to cough or sneeze toward the floor or to one side, away from people. If they sneeze or cough into a hand or tissue, they must properly dispose of the tissue and wash their hands. Discourage the sharing of food and/or beverages, including water bottles.

Colds and Influenza: The school nurse, through clinical assessment, will determine when a student or staff member should go home. Fever guidelines are 100.4° F or higher. Sick students and staff should stay home from school until they have been without fever for 24 hours without antipyretic medication, to help prevent spreading illness to others.

Group A Streptococcal Infections: (strep throat, scarlet fever, etc.) People with streptococcal pharyngitis should not return to school until at least 24 hours after beginning appropriate antibiotic treatment and resolution of their fever. Mildly ill students and staff can continue to attend school while awaiting the results of a strep culture. Antibiotics should be taken for the full course of prescribed treatment, primarily to prevent rheumatic fever or other complications.

Fifth Disease (Erythema Infectiosum): Students or staff with fifth disease should continue to attend school. By the time they are diagnosed with the rash, they are usually no longer contagious.

Special note for pregnant women and women of childbearing age: In view of the high prevalence of parvovirus B19 infections, the low incidence of ill effects on the fetus, and the fact that avoidance of child care or classroom teaching can decrease but not eliminate the risk of exposure, routine exclusion of pregnant women or women of childbearing age from a school where this disease is occurring is not recommended. Pregnant students and staff in schools where fifth disease is circulating should be referred to their health care providers for counseling and possible serologic testing. Women of childbearing age who are concerned can also undergo serologic testing prior to or at the time of exposure to determine if they are immune to the disease.

Invasive Meningococcal Disease: Individuals with invasive meningococcal disease are generally too ill to attend school. They may return to school when they are well (after hospital treatment).

Various strains of the bacterium *Neisseria meningitidis* can cause invasive meningococcal disease that is serious and sometimes fatal. The most common illness is meningitis, an inflammation of the coverings of the brain and spinal cord. People with invasive meningococcal disease are usually very ill and are hospitalized.

Notification guidelines: The school nurse and school physician, collaborating with the Milton Board of Health and school officials, will develop a system for immediate notification of appropriate parties, including parents/guardians and staff.

Severe Acute Respiratory Syndrome/ COVID-19: If a student or staff member has tested positive for SARS or COVID-19, is suspected of having SARS/COVID-19, or has been exposed to a person with SARS/ COVID-19, the Milton Board of Health and MDPH in collaboration with school officials will recommend and enforce appropriate public health actions. These may include isolation, quarantine and information dissemination and will be determined by circumstances and available information.

Meningitis: Since fecal shedding of virus can continue for several weeks after onset of infection and can also occur without signs of clinical illness, there is no reason to keep people out of school if they feel well enough to attend. For school attendance guidelines for Hib or pneumococcal or meningococcal meningitis, refer to the appropriate section.

Notification guidelines: The school nurse and school physician will decide, based on their judgment, whether some or all parents/guardians or staff should be notified.

Infectious Mononucleosis: Since both sick and healthy people can carry and spread this virus intermittently for life, there is no need to exclude students or adults with this disease, as long as they are feeling well.

Tuberculosis: students or staff diagnosed with suspected or confirmed TB disease should not attend school or work in schools until they have begun taking prescribed TB antibiotics and their health care provider states in writing that they are not contagious. Students or staff who have a positive TB skin test and no symptoms of active TB should *not* be restricted from school.

What School Administrators, Staff, and Parents/Guardians Should Know about TB:

- Infants and young children under age 10 with TB lung disease are usually *not* contagious.
 - The TB Division recommends a *TB risk assessment*, performed by the child’s health care provider prior to the child’s entry into school. Students or staff who have a positive TB skin test and no symptoms of TB should *not* be restricted from school.
 - TB skin testing for school employees and volunteers is no longer required.

DISEASES SPREAD THROUGH DIRECT CONTACT

Diseases spread through direct contact include impetigo, ringworm, conjunctivitis, scabies, pediculosis, and herpes simplex infection and are caused by superficial bacterial or viral infections or parasitic infestations. They are common and are generally not serious. They are spread by direct contact with infectious secretions, infected skin areas, or contaminated objects. Because students are constantly touching their surroundings and the people around them, these infections are easily spread among students and staff.

Prevention Guidelines

- Follow hand hygiene guidelines in the “Infection Prevention and Control in the School Setting” section in this chapter.
- Encourage staff and students to wash their hands after contact with any possibly infectious secretions.
- Keep a supply of disposable towels, alcohol-based hand gel, and tissues in each classroom, and encourage their use.
- Dispose of towels or tissues contaminated with secretions in a step-can with a plastic liner. Keep them away from food and classroom materials.
- Discourage the sharing of food and/or beverages, including water bottles.
- Wash frequently used surfaces such as tables and counters daily.
- Do not permit students to share personal items such as combs, brushes, hats, or clothing.
- Provide adequate individual storage areas for students’ clothing items such as coats, hats, scarves, and mittens.
- Wash and cover sores, cuts, and scrapes promptly, and keep infected eyes wiped dry.

- Report rashes, sores, runny eyes, and severe itching to a student's parents/guardians so they may contact their health care provider for diagnosis and appropriate treatment.

Impetigo: Impetigo is not considered an emergency, so students or staff identified with a suspected impetigo rash during the day do not need to be sent home from school. Sores should be kept lightly covered. Affected students and staff may return to school after 24 hours of local therapy.

A note about antimicrobial resistance and resistant staph: Some kinds of staph are resistant to certain antibiotics that may be used to treat an infection. Methicillin-resistant *Staphylococcus aureus* (MRSA) is resistant to a family of antibiotics related to penicillin, including methicillin and oxacillin. Like other staph, MRSA may be carried on the nose or skin without causing an infection, or may cause mild skin infections (like impetigo) that do not require antibiotic treatment. MRSA does not usually cause more serious problems than any other staph, but when MRSA does cause an infection that needs antibiotic treatment, the correct antibiotics must be used in order to be effective.

Infections with MRSA are relatively rare in community settings (that is, outside of hospitals and nursing homes), but they are increasing. For more information concerning antibiotic resistance and MRSA, including information for school nurses, please go to the following page on the Massachusetts Department of Public Health website:
http://www.mass.gov/dph/cdc/antibiotic/antibiotic_home.htm.

Ringworm (Tinea): There is no need to exclude students or staff with these common, mild infections. If the affected area can be covered, there is no need for dismissal. School nurses will notify parents/guardians for treatment, and students may return to school as soon as treatment has begun.

Conjunctivitis (Pinkeye): Conjunctivitis is not an emergency, so students or staff who are identified as having conjunctivitis at school do not need to be sent home from school that day.

Scabies: Scabies is not considered an emergency, so students or staff identified as having a rash that appears to be scabies at school do not need to be sent home that day.

Pediculosis (Head Lice): Children need not be excluded or sent home early from school because of head lice. The school nurse will contact parents/guardians of affected children to inform them that their children must be properly treated and may return to school on the day after treatment.

Due to the sensitive nature and confidentiality violation, MPS does not support and does not permit the use of volunteer/parent/guardian lice inspection.

Herpes Simplex Infection: Exclusion of children with cold sores (i.e., recurrent infection) from school is not indicated.

DISEASES SPREAD THROUGH BLOOD CONTACT

Bloodborne infections such as hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV) are serious illnesses that are spread through direct contact with blood and body fluids. Because intimate contact is required for these diseases to spread, the risk of transmission in the school setting is negligible. However, during adolescence, the likelihood of becoming infected with HIV and HCV increases proportionally with sexual activity, injection drug use, tattooing, and piercing.

Fortunately, as a result of vaccination programs, the risk of transmission of HBV among all students is very low.

All school staff will be educated annually on the use of standard precautions and specific ways to prevent contact with blood and body fluids.

If a question of occupational exposure to hepatitis and HIV arises, consult the PEPLINE (Post- Exposure Prophylaxis Hotline) at <http://www.ucsf.edu/hivcntr>.

Available evidence indicates that the risk of transmission of all these diseases is also low during contact sports at the high-school level. Recommendations issued by the American Academy of Pediatrics (AAP) in 1999 for the prevention of HIV and other bloodborne pathogens in the athletic setting include the following:

- Athletes infected with HIV, HBV, or HCV should be allowed to participate in all sports and do not need to disclose their infection status.
- Testing for bloodborne pathogens should not be mandatory for athletes.
- Coaches and athletes should be educated on the use of standard precautions and specific ways to prevent direct contact with blood and body fluids.
- Athletes must cover existing cuts, wounds, or other areas of broken skin with a dressing before and during participation.
- Disposable gloves should be worn to avoid contact with blood or other body fluids, as well as any equipment contaminated with these fluids. If gloves are not available, the wound should be wrapped with a towel until a location is reached where gloves can be donned for definitive treatment.
- Hands should be washed with soap and water or an alcohol-based hand cleanser immediately after removing gloves.
- Athletes with active bleeding should be removed from competition until the bleeding has stopped and the wound has been covered with an occlusive dressing.

- Equipment and inanimate surfaces contaminated with blood or body fluids should be disinfected with a 1:10 dilution of bleach for 30 seconds, or with any EPA-approved disinfectant.
- Mouthpieces or resuscitator bags should be available for use whenever resuscitation is carried out.

Hepatitis B: Staff and students who are ill with acute HBV infection should stay home until they feel well and until fever and jaundice are gone. Students who are chronically infected with HBV and who have no behavioral or medical risk factors, such as unusually aggressive behavior (e.g., biting), generalized dermatitis, or a bleeding problem, should be admitted to school and child care without restrictions.

Students and staff infected with HBV do not need to be identified to school personnel or parents/guardians of other children attending school or child care.

Hepatitis C: There are no recommendations to exclude persons with hepatitis C from employment, school, sports, or any social situation. Students with hepatitis C do not need to be identified to school personnel.

HIV Infection and AIDS: Students with AIDS or HIV infection pose no risk of transmitting HIV through casual contact in a school setting. In August 1991, DPH and DOE (now DESE) issued an updated medical Administrative Guidelines stating that students with HIV/AIDS have the same right to attend classes or participate in school programs and activities as any other student. The only exception is in the rare situation in which a student bleeds uncontrollably or exhibits behaviors that put others at risk. Universal blood and body fluid precautions, now included under “standard precautions,” in all school settings should apply. DPH’s *AIDS/HIV Infection Policies for Early Childhood and School Settings, Appendix A*, lists conditions that are grounds for excluding a student from a school setting, *regardless of whether he or she is known or suspected to harbor a bloodborne infection* (DPH/DOE, 1991). To obtain a copy of this publication, call the HIV/AIDS Bureau at 617-624-5300.

No cases have ever been confirmed of HIV transmission from saliva, sweat, or tears. HIV is also *not* transmitted by:

- casual contact such as kissing or hugging;
- insect bites;
- food handled, prepared, or served by a person with HIV/AIDS;
- toilets, telephones, or clothes;
- shared eating utensils or drinking glasses;
- physical proximity to people with HIV/AIDS, in schools or other public places;
- feces or urine;
- blood donation;

- swimming pools and hot tubs; or
- shared musical instruments.

Under Massachusetts law (M.G.L. c.112, §12F), minors in certain circumstances may consent to their own dental care and medical testing and treatment, including treatment for HIV infection. This law mandates confidentiality of medical information and records except when an attending physician or dentist reasonably believes that the minor's condition is so serious that life or limb is endangered.

Protections and Policies Confidentiality: As with any other medical information, the diagnosis of HIV infection and AIDS is confidential, and students are not obligated to disclose it. Since individuals with AIDS or HIV infection typically pose no public health threat to others by their presence in the school, their medical information is protected.

The privacy of students with HIV infection or AIDS is protected under state privacy law (M.G.L. c.214, §1B), which protects against unwarranted invasion of privacy, and by M.G.L. c.111, §70F, which prohibits health care providers and facilities (including school-based clinics) from disclosing HIV test results (or the fact that a test has been performed) without specific, informed, written consent of the person tested. The consent should include the name of the individual to whom the disclosure is to be made. Disclosure by school personnel is also restricted by FERPA (Family Educational Rights and Privacy Act).

Disclosure: A student and/or his or her parent/guardian may wish to disclose the diagnosis of AIDS or HIV infection to the school nurse or school physician, even though they are not obligated to do so. Reasons include:

- A student diagnosed with AIDS or HIV infection may be at a greater risk for other infections. If there is an occurrence of a contagious disease in school, such as chickenpox, the school nurse or physician who is aware of a student's HIV status can alert the student's parent/guardian, who then may consult their personal physician for preventive treatment or a recommendation to keep the child at home.
- A young person with AIDS or HIV infection may be taking medications that should be administered by a healthcare professional, or he or she may require

immunizations (vaccines) different from those of other students or not be able to receive certain vaccines. Schools are bound by state law to comply with DPH regulations governing the administration of medication (M.G.L. c.71, §54B) and to determine whether a student has had certain immunizations. (See first section in this chapter on immunization requirements.) Therefore, a parent/guardian may decide that knowledge of an AIDS diagnosis or HIV infection will help the school nurse or school physician meet the child's medical needs.

If, in consultation with the student's primary care physician, a parent/guardian decides to inform certain school personnel, particularly the school nurse and school physician, of the student's HIV/AIDS status, the DESE recommends and notes the following:

- The student's parent/guardian or the student may inform the school nurse or school physician directly.
- The student's parent/guardian may request that the child's personal care physician make the disclosure. In this case, specific, informed, written consent of the student's parent/guardian is required before the physician may disclose the information.
- Further disclosure of a student's HIV status by the school nurse or school physician to other school personnel requires the specific, informed, written consent of the student's parent/guardian or of the student, informing his or her own decisions under M.G.L. c.112, §12F.

A student and the student's parent/guardian may also decide to inform the student's teacher(s), counselor, school principal, or other staff members, but they are not obliged to do so. This is *their* decision alone. Given the privacy protection of M.G.L. c.214, §1B and Family Educational Rights and Privacy Act (FERPA) and state student record regulations, all school personnel are bound to protect confidentiality.

If and when informed, written consent is given enabling school staff to disclose to others in the school, the form or letter giving this consent should spell out specifically which individuals can be informed, what information is to be shared, and a timeframe during which this consent applies. It should specify *names* of individuals, not their titles or roles in the school. Staff titles and positions change, and a student's family may not want a new person holding the position to be informed.

Privacy of Records: Because licensed physicians, nurses, social workers, and psychologists (according to M.G.L. c.111, §70F, as well as, c.112, §135A, and c.112, §129A; and the federal Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule, 45 C.F.R. 164) have a duty to protect HIV/AIDS-related and other private information, the signed consent form and any HIV/AIDS-related information will be kept by the school nurse in a locked file separate from the school health record.

SEXUALLY TRANSMITTED DISEASES (STDs)

By law, state-contracted STD clinics diagnose and treat STDs. Visit <http://www.mass.gov/dph/cdc/std/services/clinicsched.htm> for information about clinic locations and schedules. These clinics can treat minors without requiring parental consent, and these services are free to minors. Because minors are not billed, no insurers are notified of these services.

DISEASES SPREAD FROM ANIMALS TO PEOPLE (ZOO NOTIC DISEASES)

Diseases spread from animals to people are called *zoonotic diseases*. Some foodborne and waterborne diseases that may be traced to disease in animals are salmonellosis, campylobacteriosis, and giardiasis, discussed earlier in this chapter. The three disease categories discussed in this section are rabies, tickborne diseases, and arboviral (mosquito-borne) diseases, none of which are transmitted person-to-person.

Animals in the Classroom: Animals can be effective teaching aids, and the benefits of the human-animal bond are well established. However, animals in the classroom necessitate certain safeguards. Because diseases can be transmitted from animals to people, consideration should be given to potential health issues before bringing animals into the classroom.

Animals may carry parasites, bacteria, and other organisms that can be transmitted to people. Zoonotic diseases can be spread by direct contact with an infected animal or its feces, through insects that bite or live on animals, or from contact with organisms that live in the environment where an animal lives. Certain groups of people may be more susceptible to zoonotic diseases, including infants, children, pregnant women, and those with weakened immune systems.

In order to prevent the transmission of enteric disease-causing organisms, students should receive very clear instructions on how to wash their hands thoroughly after handling animals, their cages, or surfaces animals have come in contact with, and always before eating. For questions on safe and proper handling procedures, contact the MDPH, Division of Epidemiology and Immunization at 617-983-6800.

DPH guidelines on animals in classrooms are available at the DPH rabies website, <http://www.mass.gov/dph/cdc/epii/rabies/schoolprotocol.htm>.

Rabies: When any animal bites or scratches a student, school personnel should notify the student's parent/guardian and the Milton Animal Control and Milton Board of Health. All

animal bites should be reported to the local board of health and local animal control officials. Dogs, cats, and ferrets that bite people must be observed for 10 days for signs of rabies. Wild animals that bite children should be captured by the local animal control official and submitted to the State Laboratory for rabies testing.

Tickborne Diseases: There is no need to exclude students or adults bitten by a tick, those diagnosed with a tickborne illness, or those exposed to an individual diagnosed with these diseases.

Prevention guidelines: When outdoors, on field trips or in areas that may harbor ticks, students should:

- Stick to main pathways and the center of trails when hiking.
- Wear long-sleeved, light-colored shirts and long pants tucked into socks.
- Use repellents, according to the manufacturer's recommendations. The two most common active ingredients in repellents are DEET (N-N-diethyl-meta-toluamide) and permethrin. These products remain effective for many hours, so it is not necessary to frequently reapply them.
- After returning indoors, students should be told to:
 - Check for ticks immediately. This is critical because the longer an infected tick remains attached, the higher the likelihood of disease transmission. Favorite places ticks like to go on the body include between toes, behind knees, groin, armpits, neck, hairline, and behind ears.
 - Wash repellent-treated areas with soap and water. (Note: Parents/guardians should also launder treated clothing before reuse.)

If an attached tick is found:

- Students or staff should notify the school nurse immediately.

Facts About Repellents: Repellents containing DEET can be applied to exposed skin and clothing. DEET is effective in repelling ticks and insects when used according to the manufacturer's recommendations. Since DEET can be absorbed through the skin, and in rare cases causes illness, students or parents/guardians should not apply too much, not apply it to broken skin, and not apply it to skin that will be covered by clothing. Repellents should not be applied in closed spaces such as cars or tents. Repellents used on young children should not be applied to hands or faces, as children often rub their eyes and faces and put their fingers in their mouths. Products with DEET concentrations above 10%-15% should be avoided in children, and products with DEET concentrations above 30%-35% should be avoided in adults.

If parents/guardians are concerned about exposures to chemicals, they can be instructed to use the lowest concentration of DEET that provides protection for the length of time the

student will be exposed to mosquitoes. Higher concentrations of DEET may provide protection for a longer period of time, but they do not provide better protection.

Permethrin-containing products kill ticks that contact them. Permethrin products are not designed to be applied to the skin. Clothing should be treated and allowed to dry in a well-ventilated area prior to wearing. Because permethrin binds very tightly to fabrics, once the fabric is dry, very little of the permethrin gets onto the skin.

A number of plant-derived products are also available for use as repellents. Limited information is available regarding the short-term and long-term health effects and overall effectiveness of these products. The information that is available indicates that these products do not provide the same level or duration of protection as DEET or permethrin-containing products.

Arboviral Diseases (Disease Spread by Mosquitoes): Because these diseases are not spread person-to-person, there is no need to exclude students or adults diagnosed with or exposed to an individual diagnosed with EEEV or WNV.

Notification guidelines: Parents/guardians should be notified of potential health risks before students engage in a school-sponsored outdoor activity where they could be exposed to mosquitoes. Parents/guardians should apply repellent before field trips or teach their children how to apply repellent. Per existing state regulations and school-based guidelines, the school should develop protocols and procedures for notifying and educating parents/guardians about potential health risks and clarifying the home and school's roles and responsibilities.

Prevention guidelines: No human vaccine is available for EEEV or WNV. The following personal protection measures are effective in reducing contact with mosquitoes:

- Wear long-sleeved shirts and long pants.
- Stay indoors at dawn and dusk, when mosquitoes are most active.
- Use mosquito netting on baby carriages or playpens when a baby is taken outdoors.
- Make sure screens are repaired and are tightly attached to doors and windows.
- Make sure water does not collect in school playground equipment, maintenance equipment, or landscaping materials that are left unattended for long periods of time. Remove standing water from ditches, gutters, old tires, wheelbarrows, and wading pools. Mosquitoes that bite people can begin to grow in any puddle of standing water that exists for more than four days.
- Children on field trips should avoid camping overnight near freshwater swamps to reduce their risk of exposure to mosquitoes that carry EEEV. If a trip is scheduled, notify parents/guardians of the risk, use tents with mosquito netting, and use appropriate repellents.
- Use mosquito repellents, making sure to follow directions on the label.

Repellents should be used according to the manufacturer's recommendations. The two most common active ingredients in repellents are DEET and permethrin. Because these products remain effective for many hours, it is not necessary to reapply them frequently. For additional information, see "Facts About Repellents" in the "Tickborne Diseases" section.

SPORTS-ASSOCIATED INFECTIOUS DISEASES

Transmission of infectious diseases in sports settings usually occurs via direct contact, the fecal-oral route, common-source exposure, or airborne and/or droplet spread. Exposure risk may extend to individual athletes, entire teams, and spectators. In some cases, disease transmission is unavoidable due to infectiousness before symptoms become apparent. In other cases, disease spreads when many people congregate together or share water bottles or other eating/drinking utensils. The following chart lists some infectious diseases that have occurred due to sports-related activities.

Sports-Associated Infectious Diseases

- Herpes Simplex Virus (HSV), Staphylococcus Aureus, Group A streptococci, Fungi- Direct contact- wrestling, basketball, rugby, football
- Pseudomonas aeruginosa- Common source- swimming
- Gastrointestinal/Respiratory- Enteroviruses(coxsackievirus, echoviruses)- Common source or fecal/ oral- Team sports
- Meningococcal disease- Saliva exchange, droplet Team sports
- Measles Airborne or droplet- Tournaments involving gymnastics, basketball, wrestling, other indoor sports

Team physicians, trainers, school nurses, physical education teachers, and others involved with the health of the student athlete should not only be able to recognize and manage acute problems but also institute policies for the prevention of disease transmission. Good general hygiene practices and limiting exposure of infected individuals form the basis for the following recommendations:

- Coaches, trainers, and physical education instructors should be educated about the need to prevent sharing of water bottles and pails by athletes during sports-related activities.
- Students diagnosed with skin infections should be cautioned about their participation in sports involving close physical contact. Players with open lesions that cannot be covered should not be permitted to participate in sports where they could transmit disease to others. Teammates, coaches, and officials must be actively involved in recognizing these infections.
- All athletic equipment in contact with a student's skin or secretions should be routinely cleaned after use. This would include, but not be limited to, gymnastic and wrestling mats, towels, mouth guards, and other protective equipment.
- All students must be vaccinated against communicable diseases, as described in the section on immunizations.
- When airborne diseases occur, a mechanism should be in place to inform everyone determined to be exposed, including athletes, staff, and spectators.
- Athletes with symptoms of an infectious disease should not be permitted to participate in sports activities until they are evaluated by their health care provider and are not infectious.
- Milton Board of Health should be notified immediately of a case or suspected case of a reportable disease in an athlete.
- Any outbreaks of infectious disease occurring in the school, regardless of cause, should be reported to public health officials to ensure prompt investigation and institution of control measures.

General prevention guidelines pertaining to particular modes of disease transmission can be found throughout this chapter.

A note about antimicrobial resistance and resistant staph: Some kinds of staph are resistant to certain antibiotics that may be used to treat an infection. Methicillin-resistant *Staphylococcus aureus* (MRSA) is resistant to a family of antibiotics related to penicillin, including methicillin and oxacillin. Like other staph, MRSA may be carried on the nose or skin without causing an infection, or may cause mild skin infections (like impetigo) that do not require antibiotic treatment. MRSA does not usually cause more serious problems than any other staph, but when MRSA does cause an infection that needs antibiotic treatment, the correct antibiotics must be used in order to be effective.

Infections with MRSA are relatively rare in community settings (that is, outside of hospitals and nursing homes), but they are increasing. Small clusters of MRSA infections have been associated with playing contact sports, particularly those sports which involve a lot of direct skin-to-skin contact, and which may involve skin damage (cuts and scrapes). For more information concerning antibiotic resistance and MRSA, including information for school nurses, coaches, and athletic directors, please go to the following page on the Massachusetts Department of Public Health website:

http://www.mass.gov/dph/cdc/antibiotic/antibiotic_home.htm

HOMELESS STUDENTS

The Milton School Committee considers the school enrollment, attendance and success of homeless children and youth throughout the system as a high priority. It is the policy of the Milton School Committee that every homeless child and youth be sensitively identified as required by the federal McKinney-Vento Homeless Assistance Act.

It is the policy and goal of the Milton School Committee to provide and ensure that each homeless child and youth has equal access to the same public education and opportunities to succeed in our schools per the federal McKinney-Vento Homeless Assistance Act and as provided to other children and youths.

Milton will not deny enrollment to any student based on lack of permanent address or homelessness. No school shall deny enrollment or delay the enrollment or transfer of any homeless student due to the inability to produce residency, medical, or school records.

The McKinney-Vento Act defines homeless children and youths as individuals who lacks a fixed, regular, and adequate nighttime residence. The term includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or - abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Homeless students will be provided District services for which they are eligible, including Head Start or pre-school programs, Title I, special education, programs for English language learners, vocational and technical education, gifted and talented programs, and school nutrition programs.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending the resolution of the dispute.

To the extent practical and as required by law, Milton will work with homeless students and their families to provide stability in school attendance and other services.

The Superintendent shall designate a District liaison for homeless students and their families.

NEWS MEDIA RELATIONS/NEWS RELEASES

The Milton School Committee recognizes the importance of the media in our community. Every effort will be made to assist the press, local news websites and other communications media to obtain complete and adequate coverage of the programs, budgets, planning and activities of the Milton Public Schools.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases or photos except as media representatives request information or photos on particular programs, plans or problems.

In cases where several media request access to the same staff member/student on the same day, it may be necessary to prioritize requests. In these cases, the first media organizations to ask for the interview will be given top priority.

In order that Milton Public Schools publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

- The Superintendent of Schools will be the official spokesperson for the Milton Public Schools.
- The School Committee chairperson will be the official spokesperson for the Committee, in particular surrounding legal issues, negotiations, crisis or legal matters, except as this duty is delegated to the Superintendent or other designee.
- School Committee members may express their individual viewpoints, but may not speak on behalf of the entire School Committee
- News releases that are of a system-wide or a sensitive nature or pertain to established School Committee policy are the responsibility of the Superintendent

While it is impossible to know the nature of press coverage in advance, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the Milton Public Schools and our students.

MPS Faculty, Staff & the Media:

All staff engaging in public comment through the media should do so consistent with the MPS's Code of Conduct.

The Superintendent will manage media inquiries regarding staff and/or faculty.

Parents/Guardians & the Media:

From time to time, parents, teachers and occasionally students will take photographs on school property or during field trips for submission to the local media. We ask that they adhere to the same policies as stated above, especially with respect to student privacy. If there is any doubt, please submit the photos to the building principal, who can approve the photo for publication.

Emergency Situations & the Media

Student and staff safety and welfare will always be the priority in an emergency situation.

The Superintendent will be the official spokesperson for the Milton Public Schools.

The chairperson of the School Committee will be the official spokesperson for the Milton School Committee.

In emergency situations, it is not appropriate to comment on the cause of the problem, extent of damage or extent of injury.

It is also inappropriate for any MPS staff, faculty or SC member to comment on matters currently under police investigation, likely to be part of a police investigation or subject to legal proceedings.

Media Releases:

All parents and guardians in the MPS were required to sign media releases during the registration process. A list of those students who cannot be photographed, filmed, interviewed or otherwise identified by the media will be held in each school's main office. During media visits, we ask that those classrooms not be included in the coverage, or if not feasible, that the student's privacy be respected.

In the case of television crews, the building principal should be notified as far in advance as possible. A faculty member should accompany film crews during on-site visits.

Building Protocol:

In cases when the news media makes a request to visit school property, the following protocol must be observed:

The Superintendent, or his/her designee, has the authority to determine the number, times, and dates of visits by media representatives. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.

For security purposes, it is requested that all media representatives report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Visitors are required to wear a badge.

Under ordinary circumstances, media visits will be strongly discouraged during the first three weeks of school in September and during the month of June.

NOTICE OF PREGNANT WORKERS FAIRNESS ACT

The Pregnant Workers Fairness Act (“the Act”), which amends the state anti-discrimination statute M.G.L.c.151B effective April 1, 2018 prohibits discrimination on the basis of pregnancy and pregnancy-related conditions.

The School District will not refuse to hire or take any adverse action against any employee or applicant who is pregnant or has a pregnancy-related condition, if the individual is capable of performing the essential functions of the position with reasonable accommodation.

The School District will engage in good faith in the interactive process to determine a reasonable accommodation for an employee or applicant with pregnancy or pregnancy related conditions, provided the accommodation does not create an undue hardship. The School District has the right to request medical documentation for certain proposed accommodations.

Some examples of reasonable accommodations that may be considered include: more frequent/longer breaks, modified work schedules, changes in seating, light duty, temporary transfer to a less strenuous job and a private space for expressing breast milk. Any agreed upon accommodations are subject to the applicable collective bargaining agreement.

The School District will not require a pregnant employee to accept a particular accommodation, or to take a leave of absence, if another reasonable accommodation would enable the employee to perform the essential functions of the job without an undue hardship.

If you have any further questions concerning this Act, please contact Assistant Superintendent of Curriculum and Human Resources Dr. Garth McKinney, gmckinney@miltonps.org or by calling 617-696-4812.

This notice will be provided to all new employees at or prior to the start of employment and to any employee who notifies the employer of a pregnancy or a pregnancy-related condition, within 10 days.

Milton Public School Committee
Resolution Affirming the Provision of
Safe, Welcoming and Inclusive Schools for All Students
Without Regard to Race, Religion, National Origin, or Immigration Status

Whereas, the Milton Public School Committee is committed to creating an atmosphere in which every individual is valued and respected;

Whereas, we are committed to creating a safe, welcoming and inclusive environment where each student may enjoy a free public education regardless of a student's disability, race, color, ethnicity, national origin, gender identity, sexual orientation or immigration status.;

Whereas, we are committed to providing equal access to a public education, which includes the right to enroll in school and the right to an education free from unlawful discrimination or harassment;

Whereas, we recognize that a student's physical safety and emotional well-being are essential for academic achievement and that any allegations of bullying or harassment of students based on race, gender, ethnicity, color, national origin, or immigration status will be investigated in accordance with the district's policy;

Whereas, the United States Supreme Court held in Plyer v. Doe (1982) that no public school district has a basis to deny children access to education based on their immigration status, citing that children have little control over their immigration status, the harm it would inflict on the child and society itself, and equal protection rights of the 14th amendment;

Whereas, we affirm our commitment to a welcoming, inclusive environment where each student may enjoy a free public education regardless of a student's disability, race, color, ethnicity, national origin, gender identity, sexual orientation or immigration status.

Now, therefore, be it resolved by the Milton Public School Committee, as follows:

1. In accordance with district policy, all visitors must state the reason for their visit, sign in, provide identification and be granted access to a space with students.
2. Any Immigration and Customs Enforcement employee seeking to enter any Milton Public School must first notify the Superintendent and the District's General Counsel of his or her intent. This notification must be done in person and with adequate notice to secure the safety and well-being of students and staff.
3. The Superintendent and or General Counsel are authorized to ask the ICE agent for credentials and the reason he or she is requesting entry to a school. The agent must produce a warrant signed by a judge. All warrants should be reviewed to confirm it is a judicial warrant and to determine the scope of a search or the arrest authority of the warrant.

4. Immigration and Customs Enforcement personnel will be refused entry to the district property without a warrant signed by a judge, provided to the Superintendent and District Council, authorizing ICE entry onto the property.
5. A student's parent or guardian will be immediately notified if an ICE official requests access to a student for any purpose.
6. Milton Public School staff shall not ask about a student's immigration status or that of the student's family members and pursuant to FERPA shall not disclose the immigration status of any student without parental consent.
7. Milton Public School staff will not refer students or families to ICE if the student or family inadvertently or intentionally disclose their immigration status.
8. All Milton Public School families should be reminded to have up to date emergency contact information for their children in the event that a student's parent or guardian is detained due to immigration status.
9. The Superintendent and Administration will provide training and review policies at the start of each school year for all teachers, administrators and staff that addresses the following:
 - Discrimination, harassment and bullying.
 - Access to student records
 - Directory information
 - Access to school premises
 - Dismissal of students
 - Handling of students whose parents have been detained or taken into custody.

Resolution Approved by Milton School Committee on August 23, 2017.

Milton Public Schools
Terms of Remote Learning by Audio and Video Conferencing

By participating in this audio and/or video conferencing service as part of your student's remote learning plan, you consent to the use of the Remote Learning by Audio and Video Conferencing technology, tools, and services and acknowledge that you have read, understand, and agree to all of the above requirements and restrictions.

1. Students and parents/guardians must not save, record, share, or post this session or any copies, recordings, materials, or photographs of/from this session.
2. Students must treat each other with respect and must obey school rules at all times. The student code of conduct applies to all remote learning sessions. Students may be disciplined consistent with the student code of conduct for violating school rules during the sessions. Parents/guardians are responsible for monitoring their child's use of the provided services and programs.
3. The District reserves the right to remove a student from a session for inappropriate behavior or conduct.
4. During online instruction, information regarding students and/or their voice, image and writing may be shared with other students (e.g., group chats, shared assignments, video feeds) who are participating in the session. However, the District takes steps to ensure that student record information in its possession is maintained in accordance with applicable laws.
5. The District assumes no liability and makes no representation regarding the quality of the audio or video conferencing service used.
6. The District has in good faith attempted to ensure that audio and video conferencing platforms that are compliant with FERPA, CIPA, COPPA and all other applicable federal and state laws. The District will take all reasonable measures to preserve your privacy and the privacy of the student, and each of our educators will continue to maintain the privacy of student record information. Parents/guardians waive any and all claims against the District related to the use of these third-party vendors to provide audio and/or video conferencing services.
7. Parents/guardians and students should be aware that they can be observed by the educator and by other students and may elect to disable the camera feature.

___ If you or your parents DO NOT AGREE to these rules and terms, please do not connect to any sessions. Parents/guardians who opt out of these rules and terms should contact the Building Principal via email.